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ABSTRACT

Designed to be used in conjunction with a student workbook accompanying the secondary textbook, "Alaska Native Land Claims", this teacher's guide focuses upon specified learner outcomes and presents a variety of approaches to achieve them. Like the student workbook, this guide presents 39 individual lessons which parallel the subtitles of the 9 chapters in the text. Using a basic format, the lessons include: statement of goals and objectives; suggestions for instruction; current events; summary; evaluation; and unit review. Also included in this guide are: a brief section on course pre-planning (helpful suggestions); six suggestions for semester projects; the cognitive and affective learning goals for the textbook; a resource list presented by units (bibliography and audiovisuals); and appendices (treaties, quotations from American History, documentation of the Federal statutes and other decisions relative to Alaska Native claims to Alaska land, testimonies from land claims hearings, the controls and responsibilities of regional business corporations, a land claims settlement game, a listing of regional non-profit information resources, addresses of periodical publications, addresses for general reference, examples of the tools used for corporation financial accountability, and excerpts from "A Whale for the Killing"). (JC)

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Teacher's Guide

Alaska Native Land Claims

Lydia L. Hays

the alaska native foundation

RC009760

TEACHER'S GUIDE TO ACCOMPANY

Alaska Native Land Claims

Textbook

by

Lydia L. Hays

Prepared for

Alaska Unorganized Borough School District

by

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1976

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To the Teacher:

This teacher's guide has been prepared to assist you in helping students learn how there came to be an Alaska Native claims settlement, what the settlement is, and what the settlement means in the lives of Alaskans.

Learning Objectives

Like its companion, the workbook for students, this guide focuses upon specified learner outcomes and a variety of approaches to achieve them. All stated goals and objectives are necessarily based upon the text and its goals (page 9). Larger goals of the learning process which result in, among other things, open and inquiring attitudes among students, enthusiasm for continued learning, mutual respect and regard for others are omitted here only because they are widely accepted, and their reiteration is unnecessary. You will be adding goals and objectives, of course, as you and your students adapt the text to your classroom.

Because learning outcomes are named in the student workbook, it is also a guide. Students should be urged to read the unit goals and chapter objectives, and perhaps review the workbook materials prior to reading an assignment.

Teacher's Guide Format

A basic pattern of the teacher's guide includes:

Statement of goals and objectives
I. Suggestions for instruction
II. Current events
III. Summary
IV. Evaluation
V. Unit review

The teacher's guide, correlated with the student workbook which includes vocabulary and review exercises, learning experiences, and discussion topics, provides a variety of suggestions for their use. The section "Learning experiences" in the workbook provides students the opportunity for securing additional information related to the topics under discussion which can be shared with the class. The discussion topics are placed in the student workbook to be used for entire class discussion, small group work and individual study. There are more suggestions included in the teacher's guide than can be used within normal time limits of a class, so choices will have to be made based upon the specific situation.

Focusing primarily on the land claims settlement, the text, teacher's guide and student workbook are limited in scope; therefore, you may choose to include information on cultural aspects of life that are not in the text to clarify relationships between Alaska Natives and the events related to the settlement.

Also, because the terms of the Alaska Native Claims Settlement Act are in the process of being carried out, it is important that continuing references be made to current periodicals which include related materials.

Course Pre-planning

In planning the course, some of the following ideas might be useful:

1. Preview the course materials--text, workbook and teacher's guide in their entirety.
2. Review the suggestions that might provide an on-going semester class project. (page 7)
3. Compile a list of resource people in your community who might be able to contribute to the course:

- Alaska Native regional association staff
- Alaska Native regional corporation staff
- Alaska Native village corporation staff
- Village Native association staff
- Civic leaders
- Village council leaders
- University or community college personnel
- Parents with particular knowledge
- Alaska Federation of Natives staff members
- Alaska Native Foundation staff
- Alaska Native newsletter editors
- Alaska Tribal Association members
- BIA representatives
- Bureau of Land Management staff
- Joint Federal-State Land Use Planning Commission
- Alaska Legal Services
- Local newspaper staff

4. Invite resource people into the classroom to share their insights and knowledge. Encourage students to make the contacts with the speakers and provide specific topic and questions for the speaker that relate to the particular topic under consideration.
5. Where possible, take class trips to the offices of a regional corporation, regional association, village corporation, Alaska Native Foundation, or Alaska Federation of Natives. Planning with the staff of the officers to be visited can provide a meaningful experience for the students. Perhaps an observation sheet can be given to the students, so they can listen for specific information throughout the learning experience. Discussion about the experience would be useful after returning to the class.

6. Compile a list of reference materials available in the school and community that could be used in the course.
7. Review audio-visual listings and place orders.
8. Write for additional materials that might be used throughout the course.
9. Secure current affairs resource materials such as:

- "Tundra Times"
- "Alaska Native Management Report"
- "BIA Newsletter" (Juneau, Alaska)
- annual reports of corporations and Alaska Federation of Natives
- Newsletters and brochures from regional corporations and associations, village corporations and associations, etc.
- "Tundra Drums"
- others....

10. Be sure that correspondence projects are assigned to students in advance of the topic so that the information will be available for class discusstion at the appropriate time.

Suggested Semester Projects

Listed below are suggestions for projects from which to choose that might extend throughout the course. Perhaps one class period per week could be devoted to the planning and preparation of the project, recognizing that the actual presentation might be at another time or day.

- Develop an intern program in cooperation with a regional or village profit or non-profit corporation, the Alaska Native Foundation or the Alaska Federation of Natives. Perhaps one or two students could spend five to ten days at the offices observing the activities of the staff members. The purpose of an intern program would be to provide an opportunity for students to become familiar with the organization's goals, objectives and activities. The program could be a course requirement or an optional activity. Observation sheets could provide the student intern an outline of information to be learned (the format of the sheets could be worked out by the land claims class, teacher and the corporation staff representative). Occasionally during the semester a class period should be selected at which time the students could share their observations, comments, and questions regarding their experience.

- Prepare a program (length will vary according to the information used and the objectives of the activity) on video tape or in a slide show (the slides could be converted to a filmstrip) to highlight the topics of this course. Present the program to other students (elementary, junior high, high school) or members of the community.

- Plan a series of brief programs in cooperation with a local radio station (10 to 15 minutes) in English (and/or appropriate community language) on different topics related to the development of the land claims settlement. The programs might be aired weekly, bi-monthly or once a month. Students could take turns planning and making the presentation. The listening audience might be invited to contact the radio station if they have questions on the topic presented. The students could research the question and provide the answer to the inquirer.

- Publish a community information sheet containing information about the land claims settlement--past and present. Interviews with community leaders, listings of information resources, etc. might also be included. This "news sheet" could be shared with the high school.

- Prepare a scrapbook of news items on the land claims settlement activities to be placed in the school and/or community library.

- If possible, have the class or a few representatives of the class attend a regional corporation annual meeting or attend the annual meeting of the Alaska Federation of Natives; an alternative would be to invite a speaker to the class to speak about the major topics that were considered at one of the meetings.

Instructional goals for the text

ALASKA NATIVE LAND CLAIMS

Cognitive learning

At the conclusion of the course, we hope that the student will know:

- the historic foundation of claims to land made by Eskimos, Indians and Aleuts of Alaska;
- how efforts initiated by Alaska Natives to preserve land rights culminated in claims settlement legislation;
- the terms of the settlement;
- the purposes of Native corporations, how they function, and how their decisions affect the future; and
- what the implications of the settlement might be for the future.

Affective learning

In addition, we hope that the student will:

- appreciate the justness of land claims made by Eskimos, Indians and Aleuts regarding land rights;
- respect the efforts of those who devoted their energies to the settlement of claims;
- value the settlement for the opportunity it presents to Alaska Natives for self-determination;
- appreciate the present and prospective relationship of Native corporations to his own life; and
- be challenged to be an active participant in shaping the future.

The Authors

UNIT RESOURCES

Below is a compiled list of books and audio-visual materials that are appropriate for each unit. Consult the bibliography and media resource lists in the teacher's guide.

Unit One EARLIEST TIMES

Bibliography: 6, 7, 11, 15, 17, 18, 20, 27, 29, 31, 37, 38, 39 45, 46, 47, 48, 49, 71, 73, 74, 75, 76, 77, 78, 80, 84, 93, 94, 102, 105, 106, 113
Audio-visuals: 205, 224, 228, 232, 240, 246, 251, 254, 255

Unit Two AMERICAN INDIANS AND THEIR LANDS

Bibliography: 5, 9, 12, 18, 19, 24, 25, 26, 27, 33, 42, 50, 51, 56, 65, 67, 75, 81, 83, 96, 97, 99, 100, 104, 107, 108, 111, 112
Audio-visuals: 212, 213, 221, 226, 233, 236, 242

Unit Three ALASKA NATIVES AND THEIR LANDS

Bibliography: 3, 6, 27, 28, 32, 39, 40, 44, 49, 61, 62, 68, 72, 76, 77, 78, 84, 88, 93, 94, 95, 103, 109
Audio-visuals: 205, 208, 209, 218, 222, 227, 232, 234, 246, 247, 257

Unit Four THE LAND CLAIMS STRUGGLE

Bibliography: 1, 8, 16, 22, 35, 43, 55, 58, 59, 66, 79, 89, 90, 103, 110
Audio-visuals: 203, 206, 223, 231, 237, 249

Unit Five THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: AN INTRODUCTION

Bibliography: 2, 10, 21, 41, 55, 60, 64, 86, 101
Audio-visuals: 204, 252

Unit Six SETTLEMENT ACT ORGANIZATIONS

Bibliography: 4, 10, 21, 30, 41, 54, 55, 60, 64, 82, 86, 91,

101
Audio-visuals: 204, 248, 250

Unit Seven THE MONEY SETTLEMENT

Bibliography: 10, 21, 30, 55, 64, 86, 98, 101
Audio-visuals: 204, 243

Unit Eight THE LAND SETTLEMENT

Bibliography: 10, 13, 14, 21, 30, 34, 36, 52, 53, 54, 55, 57, 63, 64, 85, 86, 101, 102
Audio-visuals: 200, 201, 202, 204, 210, 211, 244, 256

Unit Nine SHAPING THE FUTURE

Bibliography: 10, 23, 69, 70, 87, 92, 101, 114, 115
Audio-visuals: 207, 214, 215, 216, 219, 220, 230, 235, 238, 243

EPILOGUE

Bibliography: 10, 70
Audio-visuals: 207, 215, 217, 220, 225, 230, 235, 241, 243, 245, 253, 258

INTRODUCTION TO THE COURSE ALASKA NATIVE LAND CLAIMS

To introduce students to the land claims curriculum the Alaska Community Participation System (Simulation Games, teacher's guide) might be used to stimulate student thought about the kinds of values they hold regarding the importance of the land, ways of doing things in their community and the kind of future they envision.

An alternative approach is to invite students to complete the steps of the experience "What Do I Value" (student workbook Appendix F). (The steps might be repeated at the conclusion of the course for comparison purposes.)

With the above experience as background the course ALASKA NATIVE LAND CLAIMS can begin. As students study the nine units in the course, they can begin to formulate insights about themselves, the American Indian experience and the Alaska Native experience and the opportunities made available through the Alaska Native claims settlement of 1971.

The films (see teacher's guide Audio-visuals, NOTE) might be shown to introduce students to the course ALASKA NATIVE LAND CLAIMS, followed by discussion on the major themes expressed in each film. Perhaps to conclude this portion of the introduction, students might be asked to jot down on paper 5 reasons why a course on the Alaska Native claims settlement is important. The responses can be shared and discussed in class. The papers might be placed on a bulletin board as a reminder to students as to why they are taking the course.

EARLIEST TIMES — UNIT ONE

Unit goals: At the conclusion of the unit the student should know

- that people had occupied the land known today as Alaska for thousands of years prior to the arrival of Russian traders;

- the extent to which lands in Alaska were occupied and used before the purchase of Alaska by the United States;

- the reasons for the uncertainty about the land rights of Alaska Natives after the purchase of Alaska;

and understand

- why the land claims settlement story should begin with the EARLIEST TIMES.

Chapter 1 Alaska's First Settlers

Learning objectives: After completing the chapter the student should be able to:

- state the probable origin of Alaska's first settlers;
- give an estimate of time when the first migrations of people into Alaska occurred;
- by using three examples, explain the extent to which the earliest settlers of Alaska occupied the land in ancient times; and
- tell why the land claims story should begin with Alaska's first settlers.

Suggestions for instruction.

After reviewing the chapter objectives with students, plan to read some excerpts about the origins of Alaska Natives from Oquilluk's book PEOPLE OF THE KAUWERAK, other Alaska Native legends in print, or history audio tapes listed in "Songs and Legends Catalogue" (Bibliography 123, teacher's guide.)

Photographs from magazines of different places, people or events might be displayed on a classroom wall. (The photographs do not have to be of the event in history, but merely serve as a tool to spark students to think of events in history.) Ask each student to select one photograph that reminds him of an event from history--current or ancient. After students have selected the photographs have a general class discussion on what photographs were selected and what historic events came to mind.

Based upon these events suggested begin to construct a timeline which includes some of the events (if space permits extend the time line about 15 feet long, using shelf paper or newsprint.) Try to include events that occurred throughout the world, not just in one area.

Show the 16 mm film "The First Americans" (or a similar kind of film) to acquaint students with the generally held theory that most peoples who settled the northern portion of the western hemisphere entered through the Asia-Alaska Bering Land Bridge. After viewing the film the students might discuss the ideas presented in the film, especially centering on the settlement that occurred in the region known today as Alaska.

On the timeline indicate the approximate time period in which people were entering Alaska 20,000 to 40,000 years ago.

The class might discuss the work of the archaeologist and the contribution he makes to the uncovering of evidence of human habitation in the ancient past. It should be pointed out that the archaeologist provides scientific methods in so far as possible for dating artifacts and using them as a source for explaining where peoples probably migrated, based upon similarities or differences from neighboring peoples.

Select one archaeological site in Alaska mentioned in the text to review what is known about the site. The suggested workbook learning experience might be used (Part D, 2-5).

Summary

Give each student three 5 x 7 index cards (or other paper). Divide the class into groups of three; ask each group to discuss the topics in Part D1 of the workbook. Each student is to place one question number on each card. Then the student is to write an answer (one word or a phrase) on the card which corresponds with the question in the workbook. These index cards are to be secured on the chalkboard or newsprint directly under the questions that have been written prior to the class period. After the responses are in place, review them with the total class and draw conclusions for each question based upon student answers.

Chapter 2 Eighteenth Century Territories

Learning objectives: After completing the chapter you should be able to:

- identify the six major groups of natives that were present in Alaska at the time of Russian arrival in the mid 18th century;

- discuss the extent to which the lands of Alaska were occupied by location of the native groups prior to the arrival of the Russians; and

- using at least three examples, tell why there was a great diversity in the use of natural resources by Alaska Natives.

Suggestions for instruction.

Part C of the workbook might be completed by students as a pretest to begin the chapter.

Or the chapter could be introduced by having artwork or artifacts on display from an exhibit (see multi-media resources, teacher's guide) which represent the Eskimo, Indian and Aleut cultures. Discussion might center on what the objects are and which cultures they represent. Locate with the students on a map the general settlement areas of Alaska where each of the six cultures were found in mid 18th century Alaska.

The class might view a 3-dimension map of Alaska, locate and discuss the natural barriers between territories of Natives. Also with the class study the "Native Peoples and Languages of Alaska" map to make observations about what languages exist; the relationships of the languages; and identification of the general regions where the languages were spoken.

Films or filmstrips might be shown to give a visual idea of methods for acquiring food resources and how the land has traditionally been used in Alaska.

Students might be asked to complete a simple visual display of one of the six Native cultures described in the chapter (workbook, D2). Other students might find traditional stories to present to the class as illustrations of the interactions that occurred among the various peoples of Alaska to the mid 18th century.

Summary.

The review portion of the workbook might be completed by students as a postest, followed by class discussion of the statements and answers.

The discussion topics in the workbook might be assigned to small groups for discussion and answers. These could be shared in the total group, with an estimate made by the students as to the extent to which the lands of Alaska were being used in the mid 18th century prior to the arrival of Russian explorers and traders.

Chapter 3 Other Claimants

Learning Objectives. After completing the chapter you should be able to:

- locate the general geographical areas of Alaska where the Russian traders settled;
- briefly explain how Russians classified the Alaska Natives for the purposes of making laws;
- evaluate the extent to which Russian rule influenced Alaska Native land use; and
- explain the failure of the Treaty of Cession regarding Alaska Native rights and describe what effect this had upon the policies of the United States toward Alaska Natives.

Suggestions for instruction.

Divide the class into groups to find information from the library-resource center on each of the following topics about Russian presence in Alaska:

1. Effects of Russian presence in Alaska upon the Native culture--art, religion, education, language
2. Life in the Russian capital of New Archangel (Sitka), 1770
3. Evidence today of Russian influence--peoples names, place names, building architecture, artifacts, etc.
4. The kinds of people who came from Russia in search of furs--professional traders, sailors, etc.

Stories told about Russian presence and influence might be shared with the class. Where appropriate play audio taped stories for the class. (Teacher's guide bibliography, "Songs and Legends" Catalogue). One tape is "How Some Eskimos Saw Russians for the First Time" told in Koyukon Athabascan by Jimmy Albert; a second tape is of a "Russian Christmas" told in Aleut and English by Amphesia Shapsnikoff. (Send blank tape cassettes, 60 minutes, to the University of Alaska media center for reproduction at no cost.)

With the students discuss the Russian America map in the text. Note the extent of settlement and the Native Alaskans who came in contact with the Russians. The workbook map might be completed as part of the discussion.

A timeline might be drawn for the period between 1740 and 1867 to set Alaska history in context with what was happening elsewhere in the world (Europe, China, continental United States, etc.)

Discuss with the class the problems that were created by the wording of the Treaty of Cession. To conclude, students might be asked to write down what they thought was the biggest problem created by the treaty, with a consensus answer written on the chalkboard.

Class discussion might also focus on the advantages of the United States having assumed the responsibility over Alaska in 1867. Students might be invited to speculate on what might have happened if Russia had continued to claim rights to Alaska rather than the United States making the purchase.

Summary.

Ask the students to write an essay response to the following topic:

The Treaty of Cession is a key factor in the development of United States policies toward Alaska Natives because....

Unit Review.

Ask each student to write two questions for each of the three chapters which highlight the main points of the chapters. The questions can be used for general class discussion or for two partner exchange.

Or students might be asked to draw symbols that represent two main points from each of the three chapters which provide a basis for the land claims settlement which occurred in 1971. Display the symbols on a bulletin board in the classroom.

To introduce the unit of study "American Indians and Their Lands" it is important to stress why the topic is included in the course. Students should become acquainted with factors which influenced the formation of federal policies toward American Indians and learn what some of the policies were regarding land use by Natives, because the approach used by the federal government came to be used with Alaska Natives.

AMERICAN INDIANS AND THEIR LANDS UNIT TWO

Unit goals: At the conclusion of the unit the student should understand:

- the effects of population expansion upon the American Indians by the end of the nineteenth century;
- the reasons for the intrusion upon American Indian lands; and
- some of the federal attempts at dealing with the unique situation of American Indians.

Chapter 4 The Dispossessed

Learning objectives: After completing the chapter the student should be able to:

- briefly summarize the extent of European-American expansion by the end of the nineteenth century;
- outline the characteristics of the reservation system of the federal government;
- identify three results of the reservation policy upon the lives of the American Indians by the end of the 19th century.

Suggestions for instruction.

The unit might be introduced by summarizing with the students the population and location of American Indians after three and a half centuries of European encroachment in the area identified today as the contiguous United States.

1. How many American Indians were there by 1867?
2. Where were they located? What kind of land was there? How suitable was the area for sustaining life?
3. How many non-Indians were there?
4. Where were they located? What kind of land was there? How suitable was the area for sustaining life?

After reviewing the objectives with the class, assign textbook reading and research projects related to the objectives (see workbook).

A film about treatment of American Indians in the latter part of the nineteenth century or about the reservation system might be shown to more vividly portray dispossession of American Indians that occurred by the refusal of European-Americans to recognize the rights of the American Indians.

To illustrate the difficulties involved when one culture comes into contact with another the simulation game Mahopa might be played, followed by discussion on what took place within the experience of the game.

Study projects about the reservation system might be shared with the class to illustrate how the system functioned in specific cases. A consideration might be given to the reasons for the federal government formulating a reservation system. Also consider other problems facing the federal government during the time of the reservation policies: What were some of the major issues with which the federal government was involved? Did this have any bearing upon the treatment of Indians?

Students might prepare and present speeches to the class to express particular opinions toward the reservation system.

Excerpts might be read or speeches by students given to illustrate the various points of view about the reservation policy.

Current events. News about present life, activities, problems, and legislation regarding Indian reservations might be discussed in class.

Summary.

The uprooting of Indian families might be visualized by studying the map that illustrates the American Indian groups that were moved into Oklahoma during the late 19th century. Excerpts from BURY MY HEART AT WOUNDED KNEE might be read to the class or dramatized by students to illustrate the effects of the reservation policies.

Chapter 5 Three Centuries Earlier

Learning objectives: After completing the chapter the student should be able to:

- explain by using at least three examples how Indian society was able to deal with conflict problems;

- briefly describe the characteristics of Indian land ownership; and

- define what is meant by aboriginal title.

Suggestions for instruction.

Select a list of vocabulary words from the chapter and in class with the students write one word on a chalkboard and have each student write a first impression response on a piece of paper. Complete the list. Next with the students provide correct meanings for each word and discuss the meanings. Prepare a more permanent list of the words on a wall space with the meanings or definitions with each word for reference during the discussion on the chapter. (Such a list might be kept available throughout the unit, adding new words as they turn up in discussion.)

(1.) Using old magazines, assign students to collect pictures that illustrate the various ways in which land was used and how it was owned by American Indians (based upon what the students already know) prior to European settlement in the western hemisphere. (2.) Ask each student to lay the picture that was selected on a table (or floor) and tell in group discussion why it was chosen. As the selected picture is offered for viewing, ask each student to place it next to other pictures already placed on the floor or table if the picture is similar. (3.) Ask students to select a one word topic to label each of the groups of pictures. Make the label on paper large enough to be seen from across a room. (4.) Summarize what is learned about Indian land use and ownership at the conclusion of the assignment.

With students study the textbook map of "Culture Areas and Tribal Locations: North America and discuss the following questions:" (1.) To what extent was the western hemisphere populated prior to European settlement? (2.) Where was there a greater concentration of tribes? Why might this have been the case? (3.) What are the various regions (culture areas) as outlined on the map? (4.) What geographic climatic variations might have influenced the way tribes lived?

Show a film to the class to provide a backdrop introduction to Indian life in the Americas prior to European settlement. Ask students to watch for specific information in the film: (1.) kinds of government (2.) examples of laws and (3.) the various ways in which the land upon which they lived was used. Discuss following the showing. Compare what is seen in the film to the information that is

presented in the text about the American Indian way of life for solving conflicts prior to European settlement. (See workbook for review and discussion.)

Secure a copy or different copies of an elementary grade American history book. Ask a few students to read the text for information on Indian government, laws and land use. Compare the text or texts to your own class text on the same subject, outlining similarities and differences in the way the topic is treated. Have students list the major points made in the elementary textbooks about Indian land use, organization to provide law and order and understanding of land ownership. Indicate which authors the students tend to agree with. Students might prepare a statement on what they feel an elementary textbook should really say about Indian land use, government and laws.

At the conclusion of the chapter students might be asked to complete the vocabulary section of the workbook and review in class the findings of the comparison study of the elementary textbooks' treatment of Indian organization which deal with conflicts and Indian land use prior to the arrival of European settlers in the western hemisphere.

Chapter 6 European Attitudes

Learning objectives: After completing the unit the student should be able to:

- list at least three European ideas that influenced the development of government policies toward American Indians;
- state a basic difference between the European and Indian understanding of land use; and
- explain how European attitudes enabled the taking of Indian lands.

Suggestions for instruction.

To introduce the chapter, the excerpt on page describing the Werkworth manor might be read to the class to illustrate how Europeans had dealt with the problem of overpopulation in an agricultural society through the feudal system. A brief description of Werkworth conveys the European idea of dividing land and assigning it to specific bondsmen for cultivation--the idea of land use brought to the western hemisphere by European settlers.

The clash that occurred between the attitudes of Europeans and the New World peoples regarding people of other cultures and land use might be illustrated in class by one of the following suggestions:

A. The chapter on European attitudes might be introduced by focusing with the class on attitudes or impressions that people have toward others and whether they are objectively or subjectively formed. Ask students to write as many one-word descriptions as they can about people from each of the following backgrounds, allowing 30 seconds for each of the five: (1.) Canadian, (2.) Japanese, (3.) Hawaiian, (4.) American Indian, Sioux, (5.) a resident of a neighboring community.

After the one-word descriptions have been completed, discuss with the students the kinds of descriptions that were written (or have the students' papers -- with no students' names -- given to one person who selects descriptions from each paper and reads them to the class). The students should decide whether the descriptions might have been objective or subjective ones. Place some of the descriptions on the chalkboard for examples.

Introduce the word "stereotype" to the class. Discuss its meaning, then refer to any examples that might have come from the above lists that would fit the "stereotype" method of describing peoples. The class might discuss upon what kinds of information such word choices are based.

For background, students might read the chapter before discussing the following questions: Why were words such as the following used by European settlers to describe other peoples (American Indians)? Are these objective evaluations or subjective (not based upon facts)?

mongrel	savage	crude
primitive	uncivilized	barbarian

Ask students to search some library materials to find evidences of different cultures using stereotype terms to describe members of other cultures with whom they have come in contact. Discuss in class the results.

B. A simulation game such as "Mahopa" or "Culture Contact" might be played by the students.

C. Read to students the excerpt from the book COUNCIL FIRES ON THE UPPER OHIO. 1940 by Randolph C. Downes (see appendix B in the teacher's guide.) With students discuss the kinds of attitudes present in the Indian thought processes according to Downes. Consider also how common such attitudes are among other people such as the European settlers and other peoples. On the point of survival discuss the basic differences between the skills of the American Indians and the European settlers who moved into the West.

D. Divide the class into two groups.

Group I is to assume the position of being European settlers in the Americas. The group is to make up what kind of attitude representing the 13 colonies government, settler-farmer, or missionary, etc. they wish to hold toward the American Indians. Having adopted that attitude, the group is to decide on one of the following courses of action regarding the treatment of American Indians and provide reasons for the choice.

a. Don't do anything -- just let the settlers gradually outnumber the Indians and gradually take over.
b. Kill off the Indians.
c. Put the Indians on reservations.
d. Encourage Indian assimilation into the dominate society.
e. Encourage Indians to keep their identity and cultural heritage and work within the larger society.

(Adapted from the teacher's guide, AS IT HAPPENED: A HISTORY OF THE UNITED STATES, Charles Sellers, ed., New York: McGraw-Hill Book Company, 1975)

Group II is to assume the position of a community of American Indians. It is to decide (a) how it would like to relate to the European settlers migrating into the Americas and (b) why it chose that method.

After Group I and II have made their decisions (15 minutes) the class can come together and each group report to the entire group what it decided and why those particular choices were made.

Discussion should focus on the kinds of attitudes beliefs, and problems held by both settlers and Indians toward each other that contributed to the kinds of choices made by each group. Discuss also why European settlers could continue to move onto Indian lands.

The class might discuss some of the quotations found in the workbook Part C. Suggested uses of the quotations are: (1) paraphrase the quotations for clearer understanding; (2) discuss the basic ideas found in the quotations and compare with another person's views on the page; and (3) compare the quotations to the students' understandings of the importance of the land (as a part of one's value system).

Summary.

Students might share the cinquain poetry or write one sentence to tell what in the chapter is important to know about land use attitudes of American Indians and European settlers.

Chapter 7 Treaties

Learning objectives: After completing the chapter the student should be able to:

- define "treaty";

- explain why the treaty system was used; and

- name four problems of the treaty system.

Suggestions for instruction.

A present day illustration of the problem of the treaty system might be presented to the class as an introduction to the chapter. Either the Menominee or the Shoshone experience with the federal government could be used. (Write the Native American Rights Fund or perhaps show a film on the topic -- see the audio visual resource listings.) The various positions of thought might be highlighted in class discussion: How does the federal government see its role in land use in the United States? How do the Shoshone view land use? These positions of today could be compared with the position of the government and American Indians during the 18 and 19 centuries.

The film "Treaties Made, Treaties Broken" a contemporary experience in treaty relationships in the state of Washington might be shown to students. Discussion should focus on the elements of the problems that the situation described regarding treaty-making. Students could then compare the Washington situation with the material found in the textbook chapter on treaty-making during the 18 and 19 centuries in the United States.

Alternate Activity. The film "Now That the Buffalo's Gone" might be shown. Following, students might be instructed in small groups to discuss what kinds of thoughts about the Indians' experience they had that the film sparked. Also students might relate the impressions that they had about life among the American Indians with the migration of European settlers across the continent from the east to the west. The results of the wave of European settlement on the western hemisphere could be discussed.

The class might compare one of the treaties made between the federal government and the American Indians with a treaty signed by the U.S. federal government and Germany in 1917 and 1945. How were the treaties similar? Different? The terms of each treaty might be outlined for students, particularly the provisions regarding land, money and the treatment of the people involved. Discussion might also focus on the extent to which the United States government honored the provisions of the treaty in each case.

Portions of the series of treaties signed by the United States and the Choctaw nation during the 19th century might be read to the class. See appendix, "Treaties" in teacher's guide. Discussion might focus on: 1. identifying those parties who were affected by the terms of the treaty; 2. summarizing the terms of the treaties; 3. comparing the terms of one treaty to the next treaty (to illustrate how land was gradually transferred from the Choctaw nation to the United States government).

To visualize the effects of the treaties in moving Indian nations, use the maps in the text unit to summarize the movement of the Indian tribes from their location prior to European settlement to the location of their nations after being moved west onto reservations.

Chapter 8 Congressional Action

Learning objectives: After completing the chapter the student should be able to:

- briefly explain the Indian Removal Act and the Allotment Act;
- compare the purpose of the Indian removal policy with the allotment policy; and
- list the major effects of the U.S. government policies upon traditional Indian land use.

Suggestions for instruction.

After reading the text for background information, students might illustrate in a role-play discussion the various viewpoints that might have been present in the federal government-American Indian relations.

An "International Council of Indian Territory" might be re-enacted to discuss the allotment legislation before Congress for consideration. Each of the following viewpoints might be presented:

1. U.S. government representative, legislator.
2. American Indian chief, who knows that for generations his people have hunted on the land.
3. Missionary, not sure about taking any side; has to protect the church and mission among the Indians.
4. Farmer seeking new lands to cultivate.

At the conclusion of the role-play discussion the students might consider such questions as: What kinds of pressures influence each of the viewpoints presented? What kinds of values are present that support those viewpoints. To what extent did the

role-play discussion reflect what might have happened in the late 1880's? What conclusions can be drawn about the efforts of the federal government to adopt policies like the removal act and the allotment act?

Chapter 9 Federal Services

Learning objectives: After completing the chapter the student should be able to:

- identify the source of federal authority to provide special services for American Indians;

- contrast the apparent intent of Chief Justice Marshall's interpretation of American Indians as wards with what became the practice; and

- explain the beginnings of health and education services for American Indians.

Suggestions for instruction:

After having reviewed the chapter objectives and read the text, the class might read that portion of the Constitution in which is found the source which permits the federal government to be responsible for special services to American Indians.

As a class activity the students might work the "Word Search" in the workbook. From that discussion can develop based upon the words found in the puzzle.

In discussing the concepts of guardian and ward, students might be given a copy of the Choctaw Treaty of 1863 (see teacher's guide appendix B). Instruct the students to find evidence of the federal government providing a guardian role toward the American Indians for which the treaty was drawn.

With students discuss how a person's intent (Chief Justice Marshall) when using the concept of guardian can perhaps be misinterpreted by other people. Consider the consequences of such misunderstanding. Identify other examples from the experience of students where "intent" becomes something else in fact.

Based upon the experiences of some of the students, a series of impressions, reactions or retelling of experiences with federal services might be presented to the class to provide a focus for discussion on the nature of federal services provided American Indians in the late 19th century (caution: keep in mind the 100 years difference in time): How might recipients of the special services have felt about such services? Explore some of the possible similarities or differences in opinions between the two time periods in American history.

A representative from one of the federal services might be invited to speak either about historical background of that particular service with American Indians or current programs with American Indians (perhaps based upon the speaker's own experience).

Alternate suggestion. Two or three persons might be invited to class to tell their views about the influence of federal services upon American Indians -- a representative from a federal service program and the American Indian (Eskimo, Aleut) community as recipients of the services.

Summary.

With students, identify the value of providing the federal services to the American Indian communities. Consider the ways in which American Indians could benefit; then consider how the American Indians might be at a disadvantage as a result of these special programs. (This activity might be carried out in small student groups within the classroom). In one large group students can report on the results of the small group activity. Individually each student might be instructed to select one of the benefits or non-benefits and write the implications of it for future effects upon American Indians (short-range and long-range consideration of the program). Students, after hearing some of the "implications" might be asked to write a summary paragraph (short) about the role of federal services to American Indians.

Show the 16 mm film, "End of the Trail: The American Plains Indian" to the class. Class discussion might center on the points made in the film, followed by a comparison of the points in the film to the points made in the text about the effects of U.S. government policies upon traditional Indian land use.

Unit Review.

Ask each student to select two major points from the unit as a summary of what was thought to be an illustration of the goals for the unit. To visually illustrate the points each student might prepare 2 - 4 frames of exposed 35 mm film by scratching a figure, abstraction, a symbol, etc. on each frame (or use acetate and magic markers) and encase into slide mounts for viewing. Be sure that the major points include information from all six chapters. Present a class program by projecting the slides and having each student read the major summary point that was selected like a scripted slide show.

ALASKA NATIVES AND THEIR LANDS UNIT THREE

Unit goals: After completing the unit the student should know that:

- by 1960 there was reason to believe that aboriginal title of Alaska Natives had not been extinguished;
- migrations of new peoples to Alaska had disrupted traditional land use patterns of Alaska Natives; and
- although protection of land rights of Alaska Natives was promised by the United States government, the promise was unfulfilled.

Chapter 10 New Migrants

Learning objectives: After completing the chapter the student should be able to:

- describe how much Alaska Natives were affected by the transfer of Alaska to United States rule during the first decade after 1867;
- tell why Tlingits objected to the sale of Alaska;
- explain why there was no extinguishment of aboriginal title in Alaska;
- give some examples of intrusions upon Indian lands in the first 30 years of United States rule in Alaska; and
- explain what the impact of the Organic Act (1884) was for miners, Natives and for Alaska generally.

Suggestions for instruction.

Introduction: For the students a transition statement by the teacher would provide a bridge between the experience of the American Indians with United States government land rights policies (Unit 2) and that of Alaska Natives and the government policies which they inherited (Unit 3).

Students might view the 5 minute film "How Alaska Joined the World." Students should be prepared to answer the following questions after viewing the film:

1. According to the film, how did Alaska "join the world?"
2. Do you agree with the film version of the event? Why or why not?

3. What is the film's understanding as to who has the right to the land known as Alaska?

Or, a series of photos or drawings might be displayed for the class to study which illustrate key events for the period between 1867 and 1890 (such as the purchase of Alaska; incidents between the military and Alaska Natives; gold prospectors entering southeast Alaska; Juneau area where Natives were removed, thus honoring mining claims rather than rights to the land by Natives). Class discussion on these events in general can serve as a spring board to reviewing the learning objectives for the chapter.

Option 1. The class might present a "You are There" radio program in which a news reporter interviews a series of persons associated with Alaska during the early years after the purchase of Alaska by the United States. The reporter's task is to find out how each of the persons feels about situations developing during this period. Each of the people interviewed would be portrayed by students who, insofar as possible, take on the ideas and culture of that person being interviewed.

Suggested people to be interviewed are: William Seward; Chief Annahootz; an Army soldier stationed at Kake, Alaska; a prospector seeking a fortune of gold in Alaska; an Aukwan Tlingit who has just been informed that he must leave the region in which he has always lived (because of the gold mine established there).

Questions to be asked each of the individuals can be written by students. The questions should be specifically related to each of the learning objectives for the chapter. The reporter should be prepared to ask the questions as they relate to the appropriate person interviewed. For example; Chief Annahootz might be asked questions relating to the sale of Alaska -- his opinions about the sale itself, how he views the land and its importance to life.

Option 2. Students might write articles for a newspaper, published May 16, 1890. Articles would be based upon titles suggested by the learning objectives for the chapter. Headlines to stimulate student thought to write their own are: "Our lands are being taken!" "Tlingits oppose sale of Alaska!" "Organic Act of 1884: Low Blow for Alaska Natives" or "Organic Act of 1884: Future Looks Bright for Land!" Students should decide which is the most important to be used as the lead story in the newspaper article. Articles can be placed in the paper in descending order of importance. The articles can be the focus of class discussions for the chapter.

Current events. Newspaper articles relating to the following topics might be presented to the class: 1. present day celebration in Sitka of the purchase of Alaska (October), 2. the military -- present day service to Alaska; and 3. new migrants to Alaska, 1970's. Who are they? Why have they chosen Alaska?

Summary.

Students might be asked to illustrate by picture or by writing a paragraph the major point of the chapter about the "new migrants" in the 19th century to Alaska and their effect upon Alaska Natives after the purchase of Alaska by the United States.

Chapter 11 ENCROACHMENTS

Learning objectives: After completing the chapter the student should be able to:

- explain the meaning of encroachment;
- name several economic resources that caused new migrants to flood into Alaska by 1900; and
- tell what effects the wave of new migrations had upon Alaska Natives.

Suggestions for instruction.

Introduction: Place three key words on the chalkboard that would characterize the social, political and economic condition of the United States between 1870-1900. Briefly explain the words to students to provide a backdrop for the wave of new migrants that rushed to Alaska at the turn of the 19th century.

Show a film on the natural resources of Alaska to remind students of the richness of plant, animal and mineral resources that were available to Alaska Natives at the turn of the 19th century in the different regions of Alaska. Review Alaska Native population figures in 1839 prior to the sale of Alaska (approximately 30,000 Natives and approximately 500 non-Natives). Study with the students the population chart in the text and note the changes in population for the years 1880 and 1890. (Population figures for the years between 1839 and 1880 are uncertain.)

Students might complete the map study (in workbook) in preparation for viewing a film on the gold rush, salmon and/or whaling industries of the late 19th century.

Show a film on the gold rush to Alaska to give students a sense of the rush of large numbers of people and the results of such an in-flow of peoples upon the Alaska Natives and the land. Identify regions on the map where the gold mining areas were in Alaska (1880-1930).

Areas where commercial salmon industries were present might be located and shaded on a drawn wall map. Discussion should focus on the impact of the migrations to Alaska because of the salmon and sea mammal industries. Share excerpts from the

reports of the captain of the steamer "Albatross" with the students to provide a view of the nature of the salmon industry, written by a person present at the time.

The film of Frances Lee about the influence of whites in Alaska might be shown students followed by a discussion of what the film said to the viewer. Or the full length feature film entitled "Eskimo" might be shown as a school wide program. Students in the class might be assigned to consider the following questions for discussion in class following the viewing of the film:

1. What was the way of life for the people in the film before the appearance of European settlers into the region of the Eskimos shown in the film?

2. In the film, what problems developed because of the differences between the Eskimos and the European settlers? What were some of the differences between the European settlers or the Eskimo communities?

3. How did the Eskimos handle the problem? How did the European settlers handle the problem?

4. In summary, what was the main idea of the film?

Student reports might be given as appropriate to the topics discussed based upon the chapter "Encroachment."

Summary.

Discussion might focus on a comparison of the rush to Alaska in the mid-1970's with the rush of new migrants to Alaska and the results in late 1890. The mural could provide the spring-board to discussion in class on the topic of "Encroachment."

Chapter 12 UNACKNOWLEDGED TITLE

Learning objectives: After completing the chapter the student should be able to:

- name three ways in which Alaska Natives were able to obtain title to their land between 1900 and 1930;

- explain why government laws which provided land for Alaska Natives did not meet the needs of Natives;

- tell why the first land rights conference did not produce what Natives sought; and

- state at least two reasons for the formation of the first Alaska Native organization.

Suggestions for instruction.

With students briefly review those instances in Alaska history where Alaska Native land rights had not been extinguished (Treaty of Cession and the Organic Act of 1884). List those instances on the chalkboard. Emphasize that although Alaska Natives had not lost their rights to the land, land and resources were gradually being taken from them. Also list (in review) on the chalkboard the instances where encroachments were occurring upon Alaska Native lands (preceding chapter).

Students, divided into pairs, or individually might be assigned to complete the following questions to be used for class discussion; or the questions might be assigned to different teams, each responsible for finding the answers based upon the information in the chapter.

Suggested questions are:

1. After the purchase of Alaska by the United States who claimed the right to designate Alaska lands for different uses? What effect did this action have upon Alaska Natives?

2. Name three situations where public domain lands had been given for specific purposes other than Alaska Native hunting and fishing uses by 1930. (Locate on the map in the workbook.) Who was most affected?

3. Name and explain the three ways in which Alaska Natives could obtain legal title to Alaska lands after the United States purchased Alaska. How satisfactory was each method for Alaska Natives?

4. Opinion question: How much political power did Alaska Natives have to protect their land rights as of 1930? Include specific examples to support your answer.

Students might role play the attempt to convince an Alaska Native to acquire an allotment (workbook, D4). Discuss the problems created for Alaska Natives if there were only allotments (or also reservations) available for their use. Discussion of experiences in the students' own communities with allotment or reservation lands can pinpoint the desirability or undesirability of such styles of land use as implied by limited amounts of lands (allotments, reservations).

After listing specific examples of land transfers for use other than hunting and fishing by Alaska Natives, students might draw conclusions about the usefulness of the federal government's attempt to satisfy the Alaska Native needs for land.

Summary.

Political cartoons (workbook, D6) drawn by students might be displayed in the classroom (or elsewhere in the school) for viewing. Class discussion can center on each political cartoon as the designer explains it and the class reacts to what ideas the cartoon represented. A comparison might be made of the different opinions expressed by the students.

Chapter 13 Renewed Promise

Learning objectives: After completing the chapter the student should be able to:

- name three ways that Native rights to land were recognized during the period 1936-1959;
- explain why only a few reservations were established in Alaska;
- identify the potential land rights problem for Natives created by the Alaska Statehood Act; and
- tell why the Tlingit-Haida court decision was important to the case for Native land rights generally.

Suggestions for instruction.

With the students, review the chapter objectives; then invite students to select an information-gathering project from Part D 2-4 of the workbook. This information will be used later as directly related to class discussion.

Instruct the students to do each of the following as they read the chapter: (a) prepare a vocabulary list (words which the students believe important in the chapter and (b) write down on paper three ways in which Alaska Native land rights were recognized (or "honored") between 1930 and 1960. (This information will be used later in class discussion.)

With students discuss vocabulary word meanings as found in the chapter; words with definitions might be illustrated to be posted on a bulletin board in the classroom for reference.

Students can proceed with the information-gathering assignments while other students in class complete the review statements with the text as reference and prepare to discuss in class the topics included in D-1 of the workbook.

Class discussion should focus on the importance of each event. Class attention should be directed to a map of Alaska upon which should be identified each of the reservations established in Alaska between 1940 and 1950. Students should label these places on the map in the workbook. For each reservation, a student might prepare a brief description (including pictures, if possible) to be presented to the class. The class might discuss the review statements in the workbook related to the reservation question.

The teacher might provide a brief background on the Alaska Statehood Act of 1958: (1) The legislative body responsible for its adoption; (2) major features of the act to generally acquaint students with the act; and (3) implications of the act for Alaska Natives, non-Natives, and the state of Alaska. Students, in small groups, might be asked to compose an answer to the following question written on the chalkboard: In what ways did the Alaska Statehood Act create both hope and despair for traditional land rights of Alaska Natives? After students are ready answers can be exchanged in a general discussion. Concluding points might be written on the chalkboard.

Background for the Tlingit-Haida case: A student who has drawn a map of southeastern Alaska with the boundaries of federal lands by 1929 might present the information to the class to introduce the Tlingit-Haida court case that began in 1929. A brief summary of the Tlingit and Haida culture might be presented that especially describes the way in which food was provided for the communities. With students review the statements in the workbook that pertain to the Tlingit-Haida court case. Discuss topics D 1-b and c in the workbook. Summary ideas based upon the discussion might be noted on the chalkboard or on a poster (somewhere visible in the classroom) for reference during studies in the next unit.

Current events.

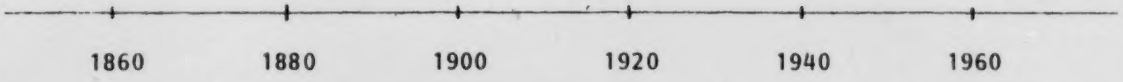
Students might be alerted to locating recent news articles which relate to the topics discussed in this chapter. A bulletin board display might be arranged with printed brief explanation on index cards by the students on the importance of the information found in the article. The articles might be discussed as it relates to the topic being discussed.

Summary.

Students might be asked to prepare three review questions based upon the major points in the chapter and three vocabulary words to be given to another student in class who would provide the answers and definitions respectively.

Unit review

To introduce a unit review, on a chalkboard (or a long piece of newsprint) draw a timeline similar to the one below. Students might, for fun, recall important events from U.S. or Alaska history to note on the timeline to provide a perspective for this 100 year period.



To prepare for a unit summary, ask half of the students to select from the chapters of the unit those occasions in which there were intrusions upon Alaska Native lands or actual "taking" of land from Alaska Natives between 1860 and 1960 (Note approximate years on the lists). The other half of the class is to list those occasions in which there was promise that Alaska Native land rights would be recognized (1860-1960). As these selections are reviewed with the entire class, label the selection on the timeline. Summary observations might be made by the class about the land rights of Alaska Natives as of 1960 (in preparation for the struggle during the 1960's to settle the Native land rights question in Alaska) based upon the selections made by students.

THE LAND CLAIMS STRUGGLE UNIT FOUR

Unit goals: At the end of the unit the student should be able to:

- recognize that Alaska Natives in the 1960's began to view the need to unite in protest to threats being made upon the land;

- become aware of actual steps that were taken by state, federal, and Native lobby groups to produce a land claims settlement;

- appreciate the manner in which Alaska Natives responded to the land claims problems of the 1960's.

Chapter 14 New Threats to Land Rights

Learning objectives: After completing the chapter the student should be able to:

- identify at least three kinds of threats to Natives' traditional uses of the land;

- name two responses the Alaska Natives made during the 1960's to stop infringement on their way of life.

Suggestions for instruction.

Introduce the unit by briefly outlining the major topics and reviewing the objectives with the students.

Ask the students to consider the following: "What would you do if you were suddenly informed that your home was to be permanently flooded as part of a project to create a lake that would cover the area of your community?" Instruct the students to consider the implications of such a possibility. In small groups of three, ask the students to discuss their reactions and make a list of what each student would do and why. After 10 minutes, share the list in the total group; write some of the reactions on the chalkboard; use this format as an illustration to lead into the threats that confronted residents of northern Alaska during the 1960's.

Make text reading assignments and with students arrange for special reports that can be presented to the class to provide additional information to the chapter topics.

Invite a guest speaker to the class who was directly involved in some of the newly formed Native organizations of the 60's. The topics might include his reactions and

views toward the early attempts of the decade to unite the Alaska Natives. In addition, the speaker might describe some of his earlier experiences and how he became involved in Alaska Native concerns. Ask the speaker to include suggestions for students becoming involved in Alaska Native concerns.

If possible audio tape cassette interviews with Native leaders could be shared with the students or video tapes made and shared in class.

Students might role-play a particular position on one of the threats to Native land use such as the Rampart Dam or the Cape Thompson harbor issue in order to demonstrate the opinions that were involved.

Use maps to locate specific land areas used by Alaska Natives.

Keep a list of key words for the entire unit on a bulletin board for quick refcrence (include meanings and pronunciations when necessary).

Student reports might be presented in correlation with the topic under discussion by the class. Relate the topic and discussion to the objectives stated for the chapter. Assign small groups to specific discussion questions in the workbook. Summaries from each group could be shared with the entire class.

Report topics:

- International Migratory Bird Treaty
- U.S. Atomic Energy Commission
- Association on American Indian Affairs
- Dena Nena Henash
- Updating the Rampart Dam proposal
- Eider duck controversy at Barrow
- Project Chariot controversy
- Recent reports on the effects of radiation on Alaska people

Alternate unit learning experience.

Unit research project: (might be presented to the class or a community gathering.)

1. Social and economic conditions of Alaska Natives during the 1960's.
2. Steps taken by Alaska Natives as they respond to increasing threats to the land.
3. Choices the Alaska Natives had for preserving their land rights.
4. Growth of Alaska Native political strength.
5. Response of the federal government to Alaska Native demands.
6. Securing a land claims settlement.

Evaluation.

Ask students to convert the chapter objectives into essay questions and then answer the questions as a test.

Chapter 15 Alternative Solutions

Learning objectives: After completing the chapter the student should be able to:

- identify at least two examples which illustrated that by 1963 the federal government acknowledged the need to resolve the issue of Native land rights.

- describe the disadvantages of the four alternative solutions that Alaska Natives considered using in seeking a satisfactory settlement to their land claims;

- recognize the advantages of a congressional settlement.

Suggestions for instruction.

Ask each of the students to write an interpretation to the following quotation: "Take our land, take our life." Ask them to consider the statement in relation to the preservation of land rights for the Alaska Natives (15 minutes) Share the ideas in the class; use this exercise as a bridge into reviewing the concept of aboriginal rights. Compare one area of Alaska to another in the way in which land and resources were traditionally used. Compare land use in Alaska with that of the Continental United States. Review instances in Alaskan history where the aboriginal rights have been protected by Congressional statement (Appendix C). These illustrations might be highlighted on a timeline drawn on poster paper or on the chalkboard.

Students can research the topics suggested in the workbook and be prepared to provide information to the rest of the class when the particular subject is discussed in relation to the class objectives.

In addition to the text reading for this chapter an assignment might be made in ALASKA NATIVES AND THE LAND, pp. 427-441 "The Land Issue" to provide a background to the first stated objective of this chapter. With the class might be considered two questions: (1) What provisions were there in the Statehood Act for the Alaska Natives' land rights to be protected? (2) What was the federal government's position toward the land rights of the Alaska Natives?

The workbook information might be used to guide students in studying the chapter. Review the workbook material before reading the chapter; read the chapter; finally, answer the questions in the workbook.

Explain the situation of the early 1960's in Alaska. Alaska Natives were just beginning to organize for political action, not being united as one active group until 1966 with the formation of the Alaska Federation of Natives. There was uncertainty in finding a successful way to protect land rights.

Four possible methods for solving the land claims issue are suggested in the chapter. Assign a team of students to study each of the methods and prepare a report to the class including such information as: (a) What the method was; (b) Why it might have been an option; (c) Why it was or was not used; (d) Student opinions on the proposed method.

Small discussion groups can focus on the questions in the workbook, and considering the two questions: (a) Why was the land claims issue so difficult to solve? (b) Why did there seem to be a tendency to favor a congressional settlement of the land claims issue? Cite reasons. (c) Explore the opinions of students: What did you, your family or community desire as a fair settlement?

Current topics. Check newspapers, newsletters or general current topics of interest related to the chapter.

Report topics: Focus on the role each played in securing a land claims settlement.

Bob Bartlett
Ernest Gruening
Organic Act of 1884, a review
Allotment Act, a review
Howard-Wheeler Act, a review
Ralph Rivers
Stewart Udall
Reserves in Alaska before the Land Claims Act
Townsite Act

Evaluation.

A brief teacher constructed quiz based upon the learning objectives and class discussions might be used.

Chapter 16 Organization

Learning objectives: After completing the chapter the student should be able to:

- explain why Alaska Native groups were hesitant to unite during the 1960's;
- identify Alaska Native leaders and their influence on the consolidation of the Alaska Native organizations;
- outline the major recommendations that united Alaska Natives in the Alaska Federation of Natives;
- cite evidence of growing political strength of Alaska Natives

Suggestions for instruction.

If several communities are represented in the classroom, with the students list the different Alaska Native associations (non-profit corporations) in which their families are members. Or ask students to list as many of the associations as they can.

A brief presentation might be made to sketch the background of Alaska's scene during the 1960's to provide a context for the developing organizations of the Alaska Natives. Include urban development, rural situation, economics, politics, education, etc.

Textbook reading will provide background prior to any guest speakers. Additional student projects should be selected from the workbook to be shared with the entire class in relation to discussions. Share with the class excerpts from ETOK: A Story of Eskimo Power about the struggles of the Alaska Natives seeking a land claims settlement.

Invite an Alaska Native leader from the community to speak to the students about past activities (during the 1960's) in Native organizations, the struggles during the formative years of the organizations, and the difficulties of forming a united organization. If a resource person is unable to come to class, perhaps he could be interviewed and the information shared with the class.

Ask students to bring newspaper articles to class related to current activities of Alaska Native non-profit corporations or the Alaska Federation of Natives for discussion.

Evaluation.

Class: A test may be given on the chapter by having the students answer the workbook questions plus one or two essay questions based on class discussions.

Chapter 17 Proposed Legislation

Learning objectives: After completing the chapter the student should be able to:

- identify the major pressures that produced legislative activity for a land claims settlement in 1967;
- compare early legislative attempts of 1967 to the Land Claims Task Force recommendations;
- state three viewpoints that were expressed in the public hearings on the proposed land claims legislation.

Suggestions for instruction.

Because of the land claims legislative activity in Congress during the late 1960's, review with the students the structure of the U.S. Government. Study the federal structure chart in the student workbook appendix A.

Introduce and show a film on the legislative role of Congress--the process of a bill becoming a law. Follow with discussion.

An alternative suggestion in place of a film is to introduce and discuss with the class the process of a bill becoming a law. (See student workbook appendix B "How a Bill Becomes Law.")

To summarize the class might enact the basic legislative function of the U.S. Government. Quickly select a President, members of the House of Representatives (numbers based upon class size) and Senate, Speaker and President of the Senate. The students could introduce a bill and go through the steps of passing a bill. To conclude, discuss the process and consider such questions as (a) How long does it take for a bill to pass through the steps? What can happen along the way? (b) How do the personalities of the legislative members affect the process? (c) Observe the changes in the bill as it progresses.

With students after completing background reading in the text briefly outline the pressures that produce initial legislative activity. Following discussion, outline the changes from 1967 legislative proposals to the 1968 Alaska Task Force proposals.

Students could role play different positions that were held on the land claims issue: Department of Interior, Alaska Natives, State of Alaska. The task: make recommendations for an agreeable land claims settlement. Summary: (1) Review the position held by each person? (2) Why was such a position taken? (3) What are the implications of such diverse views upon the legislative process?

The class might listen to a reading of some of the testimonies presented in the land claims hearings (see teacher's guide appendix D).

A student might coordinate the presentation of reports earlier assigned to the class. Relate discussion of the topics to the chapter objectives.

Suggested reports:

Walter J. Hickel
Alaska Sportsmen's Council
Alaska Miners' Association
Interviews with individuals -- "Comments about the land claims issue during the 1960's."

Summary.

A brief verbal summary by a student could be made for the benefit of the class.

Chapter 18 A Strengthened Case

Learning objectives: After completing the chapter the student should be able to:

- cite evidence of the growing power of Alaska Natives on the national political level;
- briefly summarize the general economic and social conditions of Alaska Natives during the 1960's;
- explain the importance of the Federal Field Committee report to the solving of the land claims issue;
- evaluate the advantages and disadvantages of the revenue-sharing idea as part of the proposed land claims legislation.

Suggestions for instruction.

Following text reading students might work in small groups, focusing on the review information and the discussion topics in the workbook.

A presentation on Mr. Hickel's views toward the land claims issue can provide broader background for student understanding.

Students might compile a history from their own community to parallel events discussed in the chapter (or the unit).

If possible, show a film of village and urban living conditions in Alaska during the 1960's. Compare with today. Note any significant changes that have occurred. (If possible, also show a more recent film of Alaska.) In the film watch for specific information: housing conditions, schooling information, employment information, health care, etc.

Invite guest speakers to class. Include such topics as "The role of the Alaska Federation of Natives in the land claims legislative process," "The land freeze policy," "The oil lease sale of 1969." Or share with the class sections of ETOK, focusing on the role of Charles Edwardsen in protesting the oil lease sale and the implications of such a sale for Alaska Natives and all Alaskans. Explain the connection between the oil discoveries and the advantages of revenue sharing. Locate the oil areas on a map, including the pipeline corridor.

The report of the Federal Field Committee provided background information that produced results: a bill in the Senate was formulated by Jackson's committee. A comparative outline might be used with students to clarify the source for ideas for legislation in the land claims issue by 1969. Compare the legislative recommendations of the (a) Alaska Federation of Natives in 1968 to those of the (b) Federal Field Committee and (c) Senator Jackson.

Current events. Update oil lease arrangements in Alaska and their effect upon life in Alaska. Consider recent reports on living standards in Alaska for class discussion.

Summary.

Brief essays might be written by students in response to the stated objectives.

Chapter 19 Improved Prospects

Learning objectives: After completing the chapter the student should be able to:

- list three reasons why Alaska Natives opposed the Jackson-proposed land claims bill;
- identify the factors that helped to improve the Alaska Native prospects for a land claims settlement; and
- describe the disagreement between the Arctic Slope Natives and the Alaska Federation of Natives and its effects upon a land claims settlement.

Suggestions for instruction.

After reading basic information in the text some students might explore special projects assigned for use later in the chapter discussions.

Review the increased political activity by 1970 of the AFN with the class. Information prepared by students earlier in the unit might be presented at the same time. Outlining or charting the multiple political activities will visually illustrate the magnitude of efforts that were required by Alaska Natives and colleagues to securing a land claims settlement.

If possible secure a statement from the Arctic Slope Native Association stating their position on the land claims issue in late 1970.

Review land use in Alaska. Compare one area of the state to another. Consider how much land is required for subsistence living as compared to other methods of using land and its resources.

Compare the effects of a land claims settlement based upon land area determined by historic use to a settlement based upon population (the point of Arctic Slope Natives' disagreement with the AFN). The following figures are based on 1974 statistics:

REGION	Alaska Native Population	Percent of A.N. pop.	Land Area	Percent of land area
Arctic Slope	3,907	6.4%	54,105,162 Acres	15.6%
Cook Inlet	6,224	10.1%	24,040,862 Acres	6.9%
Calista	13,439	21.9%	35,832,891 Acres	10.4%

Consider: Who would benefit most if the land claims settlement were based upon a region's historic land area? Who would benefit if the settlement were based upon population?

Current events: Update the relationship of the Arctic Slope and the Alaska Federation of Natives.

A variation of the bingo game might be used. Ask students to write out a question with the answers on a card. (Use the chapter as the source of information. Or this activity can be used for a unit review.) Write the answers on cards marked into squares like a bingo card. Use squares of paper to cover correct answers as the questions are read. One person reads the question, and students cover the corresponding answer until a row of spaces is covered, horizontally, vertically, or diagonally.

Report topics: Focus on the contribution of each toward a land claims settlement.

Yakima Indian Nation of Washington State
National Congress of American Indians
Arthur Goldberg
Ramsey Clark

Summary.

Ask students to write two questions based upon each of the stated objectives. Compile a list of the questions and present as a test to the students.

Chapter 20 A Legislative Settlement

Learning objectives: After completing the chapter the student should be able to:

- outline the campaign procedure used by the Alaska Federation of Natives to seek a legislative settlement during 1971;
- identify at least three specific pressures on Congress that produced a land claims settlement by the end of 1971; and
- explain how compromise helped to achieve final land claims legislation.

Suggestions for instruction.

Set the stage with the students for the events of the 1970's. Identify the scene in Alaska. What was happening politically, economically, socially? Briefly outline on the chalkboard for reference throughout the chapter. Review newspapers, magazines and the text. What was the status of the land claims legislation?

Discuss with the students the need for a stepped-up campaign strategy by the Alaska Natives. What were the pressures causing a more concerted effort by the Alaska Natives? Emphasize the situation wherein the Alaska Natives and fellow supporters were faced with meeting negotiations on many fronts to actually effect a land claims settlement.

Negotiation was the key word to describe the process of reaching a settlement. A procedure is suggested for students to participate in a negotiation situation. After students conclude, follow the activity with discussion of the process of negotiation, the problems involved, the advantages, the feelings of students involved. Relate the activity to the negotiations by Congressmen to reach a compromise on the final land claims legislation wherein a consensus is reached.

Negotiation process. Select a topic for negotiation. (Example topic: Which human rights are most valued today? The objective: The negotiating Group (A) is to reach consensus on 3/4 of the choices in order of priority.)

The class is to be divided; if there are 10 (30) in the class, divide the class into (B) groups of 3-4 (5-6) with each group providing one Negotiator who will represent his group by sitting in the center Negotiating Circle.

The Negotiating Group (A) (in the center of the room) begins naming and ordering in priority the human rights most valued today.

Periodic caucuses with the B Group may be held by the Negotiating Group (A) members at any time but for not longer than 2 minutes) to get further ideas. The activity continues until the goal is achieved (or for a stated length of time.)

Option activity: Before the negotiators begin, each of the negotiators makes his own decision in a separate room without the assistance of his Negotiating Group. The actual negotiating begins with the Negotiators in the center of the room and the activity proceeds as outlined above.

At the conclusion of the activity, class discussion should focus on what happened in the group process of negotiating. What was happening in the group process of negotiations? How did you feel when you could make a contribution to the Negotiator? How did you feel when you were not in on the decision making process? How can this speak to all peoples regarding class planning, operations of city councils, land claims legislation decisions? Do you feel you had a part in the land claims legislation decisons? Your families? Did anyone have to compromise his ideas about reaching a final decision? Did you feel you betrayed yourself in compromising? Are there any other more satisfactory ways to solve problems? Could Congress have provided a more satisfactory plan than the land claims legislation that was fianlly agreed upon? What were the varying interests represented in the land claims settlement negotiatings?

If possible acquire copies of taped audio cassettes (Alaska Native Foundation) of various Alaska Native leaders and their comments about the land claims settlement by 1971.

Provide a wall display of pictures and information about important people who contributed to the land claims settlement.

Students might interview different people throughout the community to record the

reactions that the people had to the passage of the land claims legislation. For those who give permission, some of the opinions might be shared with the entire class.

Class discussion can focus on the discussion topics and learning experiences suggested in the workbook. Student presentations to the entire class verbally or through charts and posters to share what they have learned from the suggested learning activities will be useful. Class discussion should focus on what has been presented.

Consideration needs to be made about the effect of the oil industry during the late 1960's in northern Alaska.

Review with the students the compromise conference committee bill that grew out of both the Senate and House-approved land claims bills.

A summary of the chapter might be outlined either student or teacher for the benefit of the entire class.

Unit Review. Summarize the unit with the entire class. See the suggestions in Part E of the Student workbook.

Unit Evaluation.

Each student might compose questions for a test that he might take himself. He might include questions based upon the text objectives, class discussions and special reports the student completed.

THE ALASKA NATIVE CLAIMS SETTLEMENT ACT: AN INTRODUCTION

UNIT FIVE

Unit goals: After completing the unit students should recognize:

- the major features of the Alaska Native Claims Settlement Act and their implications;
- the special nature of the corporation responsibilities as authorized in the land settlement act; and id
- the importance of the corporation structure as a means for implementing the land settlement act.

Chapter 21 Land and Money

Learning objectives: After completing the chapter the student should be able to:

- state the amount of land that Alaska Natives were permitted to select and explain how the lands were to be distributed;
- state the amount of money that was to be given to Alaska Natives as compensation and tell how it was to be distributed; and
- explain how the individual Alaska Native would receive compensation from the settlement act.

Suggestions for instruction.

Some important points to keep in mind about the Alaska Native Claims Settlement Act are: (1) it is the only legislation of its kind; (2) like the U.S. Constitution, it is a guideline that must be followed for future development; (3) the success or failure of the act cannot be judged over a short period of time; (4) it provides the opportunity for self-determination by the Alaska Natives; and (5) it provides compensation for lands lost.

This chapter focuses primarily on the amount of land and money that was authorized for Alaska Natives. The following two chapters focus on the vehicle or the means by which the money and land was to be given to the Alaska Natives -- through the organization of business corporations.

Optional introductory plans for the unit.

a. Introduce the students to the land claims act by showing a film on the land claims settlement (produced by the B.I.A. (See audio-visual resource materials). Instruct the students to watch for specific features of the act.

b. Ask students to jot down questions that they have on the land claims settlement (15 minutes). Focus on answering the questions throughout the chapter as a class.

c. Pretest (place answers on notepaper) the students, using the review section of the workbook. Either answer the questions correctly as a class or make assignments in the text so that students through their own individual reading will correct each of the items.

d. Ask the students to respond on notepaper to the following questions or similar ones. If some questions cannot be answered by the students, assign the students the responsibility of finding out the answers during the course of Unit 5.

1. Name the regional corporations to which you belong (or within whose area you legally reside).

2. Name the village profit corporation to which you belong or within whose area you reside. If you are a shareholder, how many shares of stock do you own in the village profit corporation?

3. How much land does your village receive (or the regional corporation) under the terms of the land claims settlement?

4. How much money were the Alaska Natives to receive?

After the students answer the questions, the class might compile the results. Words might be listed that students did not know. Throughout the unit students should learn the meaning of the words.

Prior to reading the chapter students might preview chapter 21 learning objectives and the multiple choice statements in Part B of the workbook. In pairs, students might study and complete Part B of the workbook. Further information can be obtained directly from the Alaska Native Claims Settlement Act when needed. Full class discussion with teacher guidance might clarify points that could not be answered in small groups.

Discussion topics in the workbook might be assigned to small groups. (The citing of sections of the act found in parentheses at the end of discussion topics is for easy reference.) A group recorder might keep a log of the questions and answers. Later the answers might be shared with the entire class for a comparison of ideas.

Current events. A bulletin board display might be arranged with news articles relating to the major features of the land claims act. Discuss related topics in class.

Summary.

Students might share the results of various projects, reports or essays assigned earlier in the chapter.

If the class attempted to answer the questions (see (d) of the Teacher's Guide) a review might be made in class to see if the students can now answer the questions.

If the film on the land claims settlement is available, it might be shown as a summarizing feature of the chapter.

As a summary, class discussion might focus on discussion Topic "h" in the workbook. An outline might be made for illustration of the losses and compensations awarded Alaska Natives.

Evaluation.

Students might test each other in pairs by asking questions on the chapter and checking for word understandings.

Chapter 22 The Corporation as Vehicle

Learning objectives: After completing the chapter the student should be able to:

- briefly explain the purpose of a business corporation;

- state three characteristics of a business corporation;

- explain the relationship of the stockholder to the business corporation.

Suggestions for instruction.

The chapter provides information which is characteristic of all business corporations. The following chapter in the unit will focus on the nature of the regional and village business corporations as authorized in the settlement act. In chapter 23 specific characteristics of land claims corporations are discussed, building upon information acquired by students in this chapter.

After previewing the sections of the student workbook, the students should read the text chapter. With the class a diagram of a basic business corporation structure might be studied to observe the lines of responsibilities among the various positions within the corporation. (See the sample corporation structure diagram in the workbook appendix.) Discuss the relationship between the various segments of the corporation. As a class, a specific business corporation structure of a local business corporation, Northern Commercial Company, First National Bank, etc. might be briefly studied.

Students might be asked to find newspaper articles about business corporations to share in class. A comparison might be made as to size, purposes, similarities, differences, etc. in the various corporations as they appear in the articles. Or the class might make a list of the business corporations in the community and their means for producing income and profit.

From a phone book students might make a list of five business corporations (or two, depending upon the size of the community) which have "Inc." included in the title. Brief attention might be given to to the difference between a business corporation, a single proprietor business, or a partnership.

Portions of the Alaska Statutes Title 10 on incorporation might be read to the class. (See IMPLEMENTING THE ALASKA NATIVE CLAIMS SETTLEMENT ACT, pp. 213-215.) A sample of articles of incorporation might be reviewed by the class (IMPLEMENTING THE ALASKA NATIVE CLAIMS SETTLEMENT ACT, pp. 207-210.) or actual articles of incorporation from a local business corporation might be reviewed in class. What are the advantages of a group being incorporated?

Information from the teachers guide appendix "Characteristics of a regular business corporation" might be shared with the class. Discussion might center on the responsibilities of stockholders in a business corporation. Discuss the review questions number 4 and 5 in the workbook.

Summary.

Students might complete parts A and B of the workbook as a quiz.

Comments might be made on the potential size of the business corporations and the corresponding need to control such complex private enterprises. For example consider a few of the implications of the following figures:

The net income for 1973 of General Motors was about $2.4 billion and for British Petroleum, $760 million. National Bank of Alaska resources totaled about $326 million.

The operating budget for the state of Alaska 1973-74 was about $350 million; for Sweden, $1.2 billion, and for Japan, $45.7 billion. The comparison of large private corporations to some budgets of nations might be made.

Chapter 23 Alaska Native Corporations

Learning objectives: After completing the chapter the student should be able to:

- give three examples that illustrate specific controls placed upon business corporations by the Alaska Native Claims Settlement Act;

- outline the major responsibilities of business corporations as specified in the act; and

- explain how the responsibilities of region and village business corporations are interrelated.

Suggestions for instruction.

In addition to the text reading, students might be assigned specific projects from Part C of the workbook. The students might make presentations to the class or a small group when the topic being discussed correlates to their assignment.

A staff member of a regional corporation and/or village business corporation might be invited to speak to the class specifically on areas where village and region corporations are cooperating in accordance with the terms of the settlement act.

Or find some specific examples where village and region business corporations are cooperating in accordance with the act to share with the class. Suggested areas to consider are: cooperation in land selections, land use arrangements, surface and subsurface, regional corporation approval of village business corporation budgets, and regional corporation sponsored training programs by village business corporation staff. Or student interviews with corporation staff could be shared with the class.

Discussion might center on student-raised questions about the chapter contents. Then discussion topics in the workbook might be used by the class. In discussing the additional controls placed upon the business corporations by the land claims act, the reference chart entitled "Controls and Responsibilities of Regional Business Corporations" might be used with the students (Teacher's guide, appendix). A comparison of typical business corporations might be made to business corporations authorized in the act.

Paragraphs from ETOK: A STORY OF ESKIMO POWER related to the final paragraph of the text chapter might be read to the class as an introduction to the discussion of the corporation as a tool to benefit the community.

Summary.

Alternative suggestions:
The class might pretend that it is Village _____ and is eligible under the land claims act to receive compensation of land and monies. The students might prepare a list of procedures the village would have to follow in order to receive the lands and monies. The lists might be shared in the total class setting from which would be compiled a "master" set of procedures.

Or, pairs of students might prepare a chart that shows the ways in which a village business corporation is related to the regional corporation.

The class might pretend it is Village _____ and actually go through the procedures of setting up a village business corporation (based upon what has been

learned in class), according to the laws of the State of Alaska and the Alaska Native Claims Settlement Act.

Unit review.

Students might write out questions based upon unit five on index cards with the answers on the reverse side to be used in the Land Claims Settlement Game.

The students could play the Land Claims Settlement Game. (Workbook appendix.)

Essay test. Each of the chapter objectives found in the unit might be turned into essay questions to be answered on a test by the students. The crossword puzzle found in the workbook might be used as part of the test, too. See workbook Appendix D.

SETTLEMENT ACT ORGANIZATIONS UNIT SIX

Unit goals: At the end of the unit the student should understand:

- that Alaska Natives were challenged to carry out many important tasks within short periods of time; and

- a variety of organizational structures was needed to accomplish the requirements of the Alaska Native Claims Settlement Act.

Chapter 24 Regional Business Corporations

Learning objectives: After completing the chapter the student should be able to:

- name and locate the twelve regions as provided in the Alaska Native Claims Settlement Act;

- briefly describe the immediate steps that the regional business corporations had to take to become organized as specified by the settlement act;

- make a comparative analysis of Alaska Native corporations from one region to another; and

- explain the relationship of Native stockholders residing outside Alaska to the regional corporation structure in Alaska.

Suggestions for instruction.

Using the map in the workbook, ask the students to pretest themselves on naming and locating the 12 regions established after the passage of the settlement act. Students can check their answers and make necessary corrections.

The class might focus attention on the maps accompanying the text to review the location of the regions and discuss why boundaries occur where they do.

After reading the text chapter the students might focus attention on the enrollment and population statistics for the regional and village corporations. Students might use the workbook Part A2 as a guide for comparing one region to another. Observations and conclusions about the statistics of the various regional and village corporation enrollments might be shared in a group discussion.

The students, in pairs or teams, might research in more detail the structure and activities of one of the regional profit corporations. These could be shared and discussed in class. Information might include location of the region, area size, enrollment, financial statement, goals of the corporation, activities of the corporation, and the future plans of the corporation. If different corporations are studied, class discussion might focus on a comparision study of the different regions.

A representative from one of the regional corporations might be invited to talk to the class about how the regional corporation got started.

A survey of the class might be taken to see what kinds of enrollment status are present i.e. village corporation stockholder, regional corporation stockholder, village resident, at-large resident; compare with benefits received by non-resident Alaskans. (Refer to the Land Claims Act regarding benefits of non-resident Alaska Natives.)

The class might make a comparative study of the region enrollment and stockholders. (Appendix 2, text) Discussion topics in the workbook might be assigned for student essays, or the students might focus on each one in a general class discussion. Additional information related to the questions, might be provided through student assignments or a brief teacher-prepared explanation.

Summary.

Students might make a list of questions they have regarding the 12 regional corporations, then small study groups might research answers to the questions they could be divided among several small classroom study groups and answered. A sharing time could follow after everyone is ready and the questions read and the answers given. Additional discussion could follow based upon the discussion topics suggested in the workbook.

Evaluation.

A postest on locating the regions and naming the corresponding regional corporations that were formed after the land claims settlement might be given the students.

Chapter 25 Local Business Corporations

Learning objectives: After completing the chapter the student should be able to:

- identify four categories of village corporations authorized by the settlement act;
- state two ways in which individual stockholders benefit through the village corporations;
- compare and contrast the money and land benefits received by the corporations of the four village categories; and
- outline the major responsibilities of the village business corporations.

Suggestions for instruction.

After briefly reviewing the learning objectives, plans could focus on students preparing reports on each of the village categories--regular certified villages, revoked

reserve villages the four special villages (former historic Native Communities) and certified groups.

Following the study of the text material, student partners might be assigned to respond to the true-false statements in the workbook.

Class discussion might focus on the suggested discussion topics in the student workbook.

Sharing of the assigned (or student selected) projects based upon the chapter might be made with the class, followed by student discussion.

If possible, invite a local village profit corporation staff member to class to tell about the responsibilities that the corporation has under the settlement act (or what the impact has been in the community of the change to a revoked reserve status; or explain about the functions of the special category village profit corporation as provided in the settlement act).

Summary.

Briefly review the learning objectives and with the students introduce specific examples for illustration, particularly focusing on a local village corporation.

Evaluation.

A brief quiz might be given based upon the workbook material for the chapter.

Chapter 26 Other Organizations

Learning objectives: After completing the chapter the student should be able to:

- explain the need for the establishment of new governmental advisory boards to aid in the implementation of the Alaska Native Claims Settlement Act;
- compare the responsibilities of the Alaska Federation of Natives today with its functions prior to the land claims settlement;
- describe the role of non-profit corporations in meeting the needs of Alaska Natives.

Suggestions for instruction.

After reviewing the learning objectives, reports suggested in the workbook might be selected by students so that information can be gathered through interviews, study, and listening to guest speakers.

Invite resource people to the class from a regional non-profit corporation and from the village non-profit corporation to describe the activities of the organizations and to discuss the role that is played in the students' lives.

Invite a spokesman representing the Alaska Federation of Natives to explain the activities of the AFN and the current issues under study. Students should find out what they can do on a particular current issue with which the AFN is concerned.

The class might investigate particular concerns or issues of the community and present these to the AFN and/or appropriate legislators for further study and action.

Students should read the chapter and be prepared to discuss the topics suggested in the workbook.

If possible, plan to visit the AFN offices. Plan the trip with the AFN staff. At the time of the visit, topics similar to those suggested below might be used to enable the students to learn about the responsibilities of the AFN. Also, plan to visit the Alaska Native Foundation and learn about its responsibilities and relationship to the AFN. Upon returning to the classroom, discussion might center upon student impressions and questions about the trip. Compare what was learned with the information presented in the textbook. (Video recording of the trip might be made by a team of students.)

Alternative plan: Write the Alaska Federation of Natives and ask if a cassette tape could be prepared for classroom use. Following is a suggested list of topics:

1. Brief historical background of the AFN
2. Activities of the AFN today and how students and families are affected
3. Contributions that leaders have made to the development of the AFN
4. AFN hope for the future

Class discussion of the topical questions should include student sharing of information that has been acquired in their learning projects.

Summary.

Students might be asked to select one of the organizations highlighted in the chapter and write a one-page paper relating how that organization affects him personally.

Evaluation.

The questions in the text might be used for a student test with additional brief essay questions based on class discussion or the reports prepared by the students.

Unit review.

A list of the various organizations discussed in the text and/or visited by the students might be placed on paper. Students might be asked to identify each item and briefly explain the function of it.

A student association might be formed in order to study current concerns of Alaska

Natives and to observe the activities of the AFN, regional non-profit corporations and village non-profit corporations.

The class divided into small discussion groups might select three current issues under study by the various non-profit corporations discussed in the chapter. Taking one at a time, the small groups might work on each of the problems by discussing each one separately, considering alternative solutions, and possibly offering a final choice of solutions. These suggestions might be forwarded by the appropriate organizations for consideration.

THE MONEY SETTLEMENT UNIT SEVEN

Unit goals: At the conclusion of the unit the student should know that:

- the cash settlement is to compensate Alaska Natives for the extinguishment of their rights to all lands in Alaska taken by the federal and state governments;
- the cash settlement monies come from several sources and are to be distributed over an extended period of time;
- Alaska Native stockholders receive direct and indirect payments from the cash settlement; and
- many factors influence the potential success of corporations established to provide long term benefits for Alaska Natives.

Chapter 27 Sources

Learning objectives: After completing the chapter the student should be able to:

- recognize the difference between Congressional payments and revenue-sharing payments into the Alaska Native Fund;
- explain why both federal and state monies make up the Alaska Native Fund;
- identify at least three major sources of income that can produce cash for Alaska Natives as provided in the Alaska Native Claims Settlement Act; and
- explain how cash can continue to flow to Alaska Native corporations after the Alaska Native Fund ceases.

Suggestions for instruction.

Outline the unit goals in brief on the chalkboard. Focus on the first two unit goals with the students then turn to the chapter on sources of cash compensation. A copy of a recent newsletter or newspaper clipping about the Alaska Native Fund might be shared with the students. With the students discuss what the Alaska Native Fund is based on, what they already know and what the article is about. Then have students suggest questions that they have about that part of the act that deals with cash compensation for lands (and aboriginal title) Alaska Natives gave up with the passage of the Alaska Native Claims Settlement Act. (Unit 8 focuses on the land section of the act.) List the questions on newsprint or chalkboard for reference throughout the study on this chapter.

Students might review the learning objectives together or individually then select reading assignments and student projects.

On the chalkboard write the question: "Where does the money come from?" Ask the students to find the answer through viewing the BIA film and/or reading the chapter.

Show a portion of the BIA claims act film dealing specifically with sources of money to compensate Alaska Natives. Follow with discussion and diagramming on the chalkboard the sources of cash.

Consult recent publications (newspapers, "Alaska Native Management Report," corporation publications, "Contressional Record," etc.) that would carry information about Congressional legislation on the Alaska Native claims settlement since the passage of the act in 1971.

With the class study the Alaska Native Fund money sources chart found in the textbook (Part C1, workbook). Discuss with the students. Check with a regional corporation or the BIA for the most recent figures on amounts paid into the fund. Also, study the chart that illustrates the payments authorized by Congress to be made over an 11 year period (Part C2, workbook). Discuss question 1e under the discussion topics in Part D Learning Experiences.

Students who have selected study projects should share with the class during discussion of student questions and discussion topics in the workbook.

Summary.

Ask each student to write down four items of new information that has been learned in the chapter. After 10 minutes, have students share what they wrote with the class. Note with the class similar and different emphases. Check to see if the items correspond with the chapter learning objectives.

Chapter 28 Payments to Individuals

Learning objectives: After completing the chapter the student should be able to:

- name three ways in which the regional corporation is required to distribute the cash settlement funds;
- explain the relationship of the total Alaska Native enrollment to the distribution of cash under the provisions of the settlement act;
- distinguish between cash benefits received by the two categories of stockholders as compensation for lands lost as required in the act; and
- state the length of time which the two categories of stockholders can receive direct cash compensation as required in the act.

Suggestions for instruction.

List key phrases on the chalkboard for each of the chapter learning objectives to preview the topics with students. After students read the chapter and select a project, the class might be divided into four groups with each one assigned to turn one of the stated objectives into a question and research the answer. Reports would be shared with the total class followed by discussion.

Alternate suggestion. Each student might answer questions made out of the four objectives as in the above paragraph.

With students study the mandatory cash distribution charts in the text to identify requirements placed on regional corporations for distributing cash from the Alaska Native Fund. Consider the way distribution is determined for individuals, villages and regions. Suggested questions to use are:

1. What are the four major sources of funds that can flow into a regional corporation during the first five years?

2. How the monies from region timber and mineral resources divided among the Alaska Native corporations?

3. What changes occur in the cash flow after the first five years?

4. Identify the instances where individuals receive direct cash payments from compensation for lands lost. How will individuals receive additional monetary gains according to the provisions of the act?

Have the class study the pie chart that shows the enrollment distribution for the twelve regions. Illustrate the relationship of enrollment to the cash distribution plan of the act. Study the examples in the text to discuss how the monies are distributed. Students might calculate the percentage figures for their regions based on the enrollment figures found in the text.

Outline for student the categories of individuals -- two categories of stockholders who receive cash compensation under the act and those who do not receive cash compensation:

Cash		No Cash
Regional corporations and Village corporation stockholder	Regional Corporation Stockholder, at large	Villages on former reserve lands others --

Consult newspapers for recent Congressional legislation regarding changes to the settlement act of 1971. (or write AFN or ANF.)

Discuss how the monies are distributed to the two groups who receive cash - during the first five years and after the first five years. See charts in text. Also discuss why some Alaska Natives receive no cash compensation from the settlement act: not enrolled, born after December 18, 1971, members of villages on former reserve lands, and the community of Metlakatla. (see workbook, Part D.) Consult newspapers for recent Congressional legislation regarding changes in eligibility for compensation under the settlement act.

Invite a representative from a regional or village corporation to speak to the class on the distribution of monies from the Alaska Native Fund to individuals: requirements, problems, why checks vary in amount each time, etc. Or a speaker might discuss opinions of individuals who live in villages on former reserve lands on the cash compensation of the Land Claims Act.

Summary.

Students might be instructed to make four questions based on the chapter and be prepared to quiz groups of four. Or they may be asked to study the following family situation and answer the questions.

Situation. A family of five was properly enrolled under provisions of the Alaska Native land claims settlement. Ray and Mary Alex, husband and wife were enrolled to Doyon, Ltd. and to the village of Koyukuk where they live. Their son Frank is a stockholder in Doyon and of Birch Creek village corporation. The younger son Richard who lives in Anchorage is a stockholder in the Cook Inlet Regional Corporation, and daughter Ruth is a stockholder in Doyon Ltd., but she lives in Juneau.

Questions to answer.

1. During the first five years of payments from the Alaska Native Fund which of the family members would receive the same size check? _____ _____ _____

2. Which family members are recognized as regional corporation stockholders at large? _____ _____

3. Which family members receive checks (from the Alaska Native Fund) after the five year period ends? _____ _____

Evaluation.

Students might be instructed to write a half page paper on one of the following:

"Three things I have learned about cash distribution to individuals are...."

"I think cash payments under the Land Claims Act are _____, because _____."

Chapter 29 Funding for Village Corporations

Learning objectives: After completing the chapter the student should be able to:

- explain why cash compensation varies from village to village;
- describe the relationship between the village and regional corporation in the distribution of the cash compensation;
- identify at least two possibilities open to village corporations for the use of the cash compensation received; and
- outline at least three possible courses of action that a village might consider in solving the problem of limited finances received in the land claims settlement.

Suggestions for instruction.

Preview with the students the major topics of the chapter. To begin study of this chapter, review with the students the proportionate amounts of the cash compensation that goes to villages (the first five years and the years thereafter). Review the Mandatory Distribution of Cash chart in the preceding chapter. Identify those villages which receive no cash compensation.

Students might work in groups, using one of the four objectives as a topic and prepare a presentation for the class.

A speaker (or panel of speakers) from the community might share their ideas on one of the following topics:

a. village/regional corporation relations--benefits and problems

b. projected investment plans of a village corporation

c. alternative ways of solving the problem of limited finances of village corporations.

After students read the chapter discuss student concerns and questions (see discussion topics, workbook). Students can share their reports with the class.

Perhaps two students could work with the teacher in arranging a satellite radio program with several villages. Participants in the program could be staff representatives from the various village corporations responding to questions from students on topics similar to the ones mentioned in the preceding paragraphs. An exchange of ideas could help students become more informed about the plans, problems and suggested

solutions of the village business corporations. The program could be taped for classroom use and exchanged with other communities and schools.

Films might be shown that illustrate the types of business operations of village corporations: lumber; fishing; reinder herding; oil exploration; housing; stores, etc.

Study a village corporation's annual report. Look particularly at the cost of administration. A comparison might be made with another corporation of comparable size. What are the comparative relationships? What conclusions can be drawn? What suggestions might be made?

Summary.

Assign pairs of students a village name. Then ask that they figure out how much that particular village corporation will ultimately receive from the land claims settlement in cash compensation. The textbook charts, graphs and narrative can be their resources. Use a variety of villages as far as eligibility is concerned such as:

Tetlin	Kodiak	Atka	Savoonga	Nooiksut
Elim	Hooper Bay	Sitka	Kiana	Tatitlek
Yakutat	Uyak	Litnik		

Students will need to know:

a. status of village eligibility for cash compensation
b. enrollment to village
c. total amount to make up the Alaska Native Fund
d. total Alaska Native enrollment
e. percent of the village enrollment to the total enrollment of Alaska Natives

A brief summary statement might be presented by a student based upon what the class had discussed related to the funding of village corporations.

Evaluation.

The review section on the workbook might be used as a test. Essay questions might be used, based upon the classroom experiences related to exploration of village corporation activities.

Chapter 30 Funding for Regional Corporations

Learning objectives: After completing the chapter the student should be able to:

- state the proportion of the Alaska Native Fund that the regional corporations receive;

- describe the key role the regional corporations have in carrying out the land claims settlement; and

- identify at least three different ways in which regional corporations are making use of their share of monies received from the cash compensation in the land claims settlement.

Suggestions for instruction.

With students preview the regional corporation chart (Part D) in the workbook and the chapter objectives. Divide the class so that all regional corporations would be included in the assignment. Individuals, pairs or teams of students could complete as much of the information as possible. The final results could be shared with the class.

After reading the text and clarifying uncertainties, portions of the workbook might be completed.

Films or filmstrips might be shown that illustrate different industries in which Alaska Native corporations are becoming involved (lumbering, fishing, oil exploration, housing). See the audio-visual resource listing.

Review the different areas of the state of Alaska and the minerals found there. With students discuss the effects of location upon the investment potentials of a regional corporation. Students in groups of three might "brainstorm" other factors that determine the kinds of choices that are open to regional corporations (and village corporations) for investment purposes. Each group could make a list (a student could be selected to record the group's information) and be prepared to share with the larger group.

Use Part C, workbook to discuss with students the possibilities for the investment of monies. Teams might debate each of the possible uses as outlined in Part C, workbook.

Based upon the information from the "brainstorming activity" ask students to outline a set of goals and priorities that they see for the use of corporation monies if they had formed their own regional corporation (15 minutes).

From the students' experience in their group, ask in a larger discussion group what some of the goals and priorities were that they chose. Discuss any conclusions that can be drawn about the role and investment activities of the regional corporations authorized under the land claims act.

Invite a speaker from a regional corporation to the class to:

1. explain what the regional corporation is doing on a general day-to-day basis

2. what goals and priorities the corporation has (short and long range)

3. current status of the corporation on the fulfillment of the goals

An optional approach might be to video-tape or audio-tape an interview with a staff member of the regional corporation and share the information with the class.

Summary.

The class might, individually, complete Part A, workbook. Class sharing might conclude discussion of the chapter.

Evaluation.

Each student can evaluate his progress by turning the learning objectives into questions and answering them in essay form.

Unit review.

Instruct the students to identify six points (on paper) they believed important to their understanding about cash compensation in Unit 7. These can be shared with the entire class for comparison purposes and discussion.

THE LAND SETTLEMENT

UNIT EIGHT

Unit goals: After completing the unit the student should:

- know what limitations and values influenced village selection of lands;
- know the means by which some individual Alaska Natives could obtain fee simple title to lands because of the settlement act;
- recognize the implications of land ownership by the Alaska Native regional and village corporations; and
- know how land ownership of Alaska will be divided as a result of the Alaska Native Claims Settlement Act.

Chapter 31 Village Corporation Selections

Learning objectives: After completing the chapter the student should be able to:

- explain the two basic plans which are used to distribute most of the 22 million acres of surface estate lands to the village corporations;
- describe those situations where villages were able to select lands on a basis different from the typical method of most certified villages; and
- explain the similarities between patent and interim conveyance.

Suggestions for instruction.

The unit might be introduced to students by showing a film on the Alaska lands and Alaska Natives' views about the land. (Example: "The Choice is Ours" -- see audio visual listing.) Students might be asked to take notes on the kinds of opinions expressed in the film about how Alaska Natives value the land. The film and notes can be the basis for discussion following the viewing of the film.

The section of the land claims film (B.I.A.) pertaining to land selections might be shown to students to review the basic provisions of the act. Students might itemize the different Alaska Native groups who receive land under the act.

Class discussion on word meanings should include the illustrating of the meaning of "acre" and "township." The class might actually 'walk off' an "acre" and/or take the distance of one side of a "township" and/or a "section," (A U.S. Geological Survey map might be used to guide the students along a township line). An alternate

distance of one side of a "township" and/or a "section," (A U.S. Geological Survey map might be used to guide the students along a township line). An alternate activity would be to draw to scale the layout of a particular village and designate the township lines of the village; or the lines to designate an acre could be placed on the map.

A comparision study might be made of the five categories of village land selections that were possible under the settlement act: what the villages were entitled to select and why different selection patterns were provided in the act.

22 million acres	3.7 million acres	2 million acres
1. certified villages (based on population)	3. five villages on revoked reserves	4. four special cities--Kenai, Kodiak, Sitka, Juneau
2. 9 southeastern villages (1 township per village)		5. certified groups

Discuss with students the reasons for the second round of land distribution to the certified villages under the 22 million acre land provision. Also discuss how the land would be divided among the villages.

If several villages are represented in class visual poster representations might be made showing the land selections that were made. Check with the village corporations for the information.

With students outline the process which occurs to an application for land patent by a village from the time of the initial selection to the final patenting of lands.

Review the responsibilities of the Bureau of Land Management. If possible, invite an informed BLM representative to explain the role of the agency in the conveying of lands to Alaska Native villages.

Summary.

Each student might write a paragraph to summarize the village selection chapter.

Evaluation.

Part A and B of the workbook might be completed by each student as a quiz with an essay question based upon the discussion topics in Part C.1.

Chapter 32 Limitations on Selections

Learning objectives: After completing the chapter the student should be able to:

- list at least three kinds of prior rights which made some land unavailable to village corporations in the areas withdrawn for village selections;

- tell at least four requirements placed upon village corporations by the settlement act in their selection of lands; and

- apart from the legal requirements, explain why villages chose the lands that they did.

Suggestions for instruction.

The class might study a map (BLM) illustrating the land status of Alaska, March, 1974 to see what lands were withdrawn for villages to select. Attention might particularly focus on the village areas represented in the classroom by students. If possible, land that was unavailable in the withdrawal areas for village selection might be identified by listing those groups or agencies which already had prior rights to the land. An aerial photo might be used, too.

The teacher might make a brief summary presentation on the various kinds of limitations that had been placed upon Alaska Native villages in their selection of lands: limitations upon how the land could be selected and limitations upon the people themselves -- limitations in knowledge of land resources, limitations of time, etc.

After reading the chapter the class might together discuss Parts A and B im the workbook.

The class might select one village (eligible to receive land by selection from withdrawal areas) for study (or more than one if so represented in the class). The students, using various maps of the area and land resource books could answer the following kinds of questions:

1. Why is the village located where it is?
2. What land and water resources are present for food? for shelter?
3. What economic resources are present?
4. What vegetation is present?
5. What landforms are present?
6. What is the altitude?

Students might select lands equal to the amount for which a specific village could receive under the act. Compare the selections with what the village actually selected. Invite a land planner from a village to discuss what factors caused the village to select the lands that it did. Compare with the factors that the students used. How were the selections similar? different? Students might consider what effects each of the six questions have upon the type of land use potential for the community.

The class might be divided into groups; each group would be assigned to stuuy one of the villages illustrated in the chapter. A summary presentation (see Part C3, workbook) using a map of the specific village land area could be made to the class to highlight specific unique factors about (a) the kind of land forms, vegetation and resources present; (b) the kinds of selection limitations the village had; and (c)

similarities/differences to another village land area in the region or in another region. Conclusions might be drawn to summarize the potential for the future development/ use of the land selected.

Summary.

The students as individuals could list on a continuum from "least important" to "most important" the factors necessary to have considered in selecting land to which a village was entitled. The class could then create a composite list of factors. In a second list, the students could list in order of priority the way factors in fact did influence land selections for a specific village.

Chapter 33 Individuals and Some Others

Learning objectives: After completing the chapter the student should be able to:

- state the three principal ways in which most Alaska Natives could become individual landowners under the settlement act:

- identify two groups of Natives excluded from receiving individual tracts of land from certified village corporation reconveyance;

- name those who could receive title to land in addition to individual Alaska Natives or Native corporations, according to the settlement act;

- compare the ownership rights on lands classified as allotments to those on lands conveyed to individuals by their village corporations; and

- explain two problems associated with reconveyance.

Suggestions for instruction.

Have students read the chapter; as they read instruct them to write down questions about the information in the chapter, word meanings, sentence meanings or additional related concerns. These questions might be compiled by a student, dittoed and passed to small groups (2-3) to be answered. Then share findings in the total group.

A person from a village corporation might be present to (1) answer questions students might have about reconveyances; (2) explain where the corporation is in the reconveyance process; (3) comment about problems encountered with the reconveyance process; and (4) explain to students the extent to which the corporation plans to reconvey land.

Select maps of 1-3 village sites eligible for reconveyance (villages of students in class or villages at random) upon which have been located buildings, houses, empty lots, airports, trails/roads/streets, sewer, water, hospitals, etc. In class study those land tracts which will probably be reconveyed. Try to compute the total acres and subtract from the total land selection of the village corporation. The difference in acreage will belong to the village corporation.

Using the booklet "Reconveying Land: A Handbook for Village Corporations," a review of the steps of reconveyance might be presented to the class.

Two basic steps includes:

1) Plan of survey drawn by the village corporation to show where property lines will be drawn.

2) Bureau of Land Management surveys the land and draws the plot of survey. The official record then shows where everyone's property is.

Discussion might focus on how property lines can be established that will be acceptable to the occupant of the land and how there can be determined the amount of land each occupant eligible to receive land can receive.

Discuss the question "Should a village reconvey land?"

Summary.

Students could do the review sections (Part A and B workbook).

Chapter 34 Regional Corporations

Learning objectives: After completing the chapter the student should be able to:

- identify the lands to which all 12 regional corporations in Alaska can receive title to only the subsurface estate;

- explain the relationship between the village and regional corporations regarding the rights to the surface and subsurface estate of the same lands;

- list at least three examples of the kinds of lands to which the 12 regional corporations can acquire title to both the surface and subsurface estate; and

- explain why only six regional corporations will acquire 16 million acres of surface-subsurface estate.

Suggestions for instruction.

A brief review with students might focus on the fact that village corporations receive land; individual Alaska Natives can receive land; and regional corporations (excluding the thirteenth regional corporation) can receive land under the Alaska Native Claims Settlement Act. All such held lands are under private ownership.

Outline on a chalkboard for students the regional corporations and what amounts of surface and subsurface lands they will be receiving.

Corporations	Subsurface lands	Surface and subsurface lands
12 regional corporations in Alaska	22 million acres	2 million acres (special purpose lands)*
6 regional corporations (Ahtna, Arctic Slope, Chugach, Cook Inlet, Doyon, NANA)		16 million acres
Thirteenth Regional Corporation	none	none

*approximately

Students might list the limitations placed upon regional corporation land selections such as checkerboard pattern of selection and having to select lands from areas designated as deficiency withdrawals. Examples might be studied with students in particular regions to highlight what each term means.

Review vegetation and mineral resources present within each region (Chapter 24 of text).

The class might focus attention on a map of a region and identify those lands which the region would receive surface and subsurface rights (lands under the special purposes provision of the settlement act). If possible invite a land planner from the region to speak to the class (or correspond with the land planning/management office of the regional corporation). A chart corresponding to the one drawn above might be completed on the chalkboard using a specific regional corporation and itemizing its specific entitlements under both the surface/subsurface and subsurface columns.

Discuss the kinds of lands which all 12 regional corporations in Alaska can receive title to the subsurface. In addition discuss those lands which the 12 regional corporations receive title to both the surface and subsurface. Discuss why six regional corporations receive an additional 16 million acres. Discuss how allotments differ from other kinds of land entitlements.

Discussion of potential joint ventures between regional corporations and village corporations (related to surface and subsurface lands) might be highlighted in the class. A speaker from the staff or board of directors of a village and/or regional corporation might share with the class some of the anticipated cooperative projects.

Students might prepare a series of posters to illustrate some of the proposed or current uses of regional corporation lands.

Summary.

Each student might be asked to write a one page paper on the kinds of lands that a specific regional corporation can receive under the act.

Chapter 35 Corporations as Land Owners

Learning objectives: After completing the chapter the student should be able to:

- define the primary task of land management;
- name three ways in which Native lands can be put to use;
- using examples, tell why land use planning is necessary; and
- discuss the extent to which Native corporations are free to determine land use.

Suggestions for instruction.

After the selection of lands in compliance with the claims settlement act, Native corporations have five choices as to how the lands might be used: (1) sell it; (2) do nothing with it, (3) develop the resources, (4) use the land for subsistence, or (5) plan for a combination of any of the first four. The goal of land management will be to carry out the wishes of the corporations which will embody any or all of the options. Responsible use of land and its resources require responsible management.

It should be emphasized that subsistence living also requires a pattern of management. Ask the students to estimate the type of subsistence or cash for services (food, clothing, shelter from) which their family obtains a living. (Use Part C, workbook.) Using the students' initials, transfer their estimates made in the workbook onto a large drawn line on the chalkboard for all to see. Discuss the estimates made by the students as to how they visualized their individual situations on the line continuum.

Place the words RESOURCE MANAGEMENT on the chalkboard. To illustrate how subsistence resources are managed, the class might create a year's calendar with illustrations of what foods are gathered during the different parts of the year.

(Optional: Create a map of a village region and by using picture illustrations draw in the areas the kinds of foods that are obtained during the various seasons of the year.) What has been drawn can be explained to the class. The students should discuss how resource (land) management is practiced in subsistence living.

Other questions to discuss are: Why is management necessary in subsistence living? What would happen if a family came to depend upon only one resource? What happens when the population in the area suddenly increases? What alternative management practices would have to be used? Discuss the interrelationships between the different subsistence resources of the land.

Just as subsistence style of living (lifestyle) in its various forms requires responsible management, so does the corporation land owner need responsible land management practices. In discussing the importance of responsible land planning, the class might study the goals of a regional Native corporation. (See an annual report.)

(1) Identify and discuss the goals which focus on land management.
(2) What philosophy of land use seems to be behind each of the land use/management goals of the regional corporation?
(3) To what extent do these goals agree with the ideas of land use held by the students in the class?
(4) Identify possible pressure groups (examples: Sierra Club, oil companies, special interest groups inside the land owning corporation or outside the corporation) that might try to influence the land use decisions of the Native corporations.

If possible, plan with the class to visit a land planning department of a regional corporation. Plan an interview with the land planner to discuss the land management responsibilities of the corporation.

Students might select one natural resource (surface or subsurface) on a specific village's land that is suitable for development. The class might identify the possible results or impact upon the village if that particular resource were completely developed. Discuss ways in which the resource could be used in such a way as to minimize its effects upon the local community or the region.

Summary.

Based upon knowledge of a particular community that selected land under the claims settlement act, students might attempt to organize information about the resources in order to suggest a plan for responsible land management.

(1) State the goals that you want to achieve for the community.
(2) Name the natural resources of the area and locate them on a topographical map.
    a. sea
        1) plant, 2) animal, and 3) mineral
    b. land
        1) plant, 2) animal, and 3) mineral

(3) Outline on newsprint or chalkboard ways in which the resources could best be used to benefit the commuinty, neighboring communities, and region.
(4) Select a few of the items in number 3 and discuss the potential result if that particular resource were developed to its maximum potential.
(5) Suggest alternative solutions to the named resources' uses which would minimize any undersireable effects upon the community or area.

Chapter 36 The Public

Learning objectives: After completing the chapter the student should be able to:

- list three ways in which the settlement act provides for the conveying of land rights to the public;

- briefly explain why the provision for easements creates problems for the conveyance of land to Natives;

- explain the implications of national interest withdrawals for Alaska Natives; and

- compare a municipal government to a village profit corporation.

The topic might be introduced to the class by having the class study the textbook chart "Status of land ownership in Alaska upon conveyance of land to Native corporations and completion of state selections." Note the amount of land in the state of Alaska that will be distributed among the three major sectors: federal, state, and private.

After studying the chapter students might be assigned to locate the proposed national interest lands within a specific region -- the proposed new national forests, parks, refuges, wildlife and scenic river systems, and national monuments. A dittoed list of proposed national interest lands might be prepared prior to the assignment to be given the students.

A presentation on the relationship between wildlife management and/or Alaska land use plans to subsistence might be shared with the class by the teacher or a representative involved in land use planning in the state of Alaska. Study the "Importance of Subsistence Chart" in the text with the students.

Show the film "On the Threshold" which highlights the proposed national interest lands--parks, monuments, forests, refuges and wild and scenic river systems. (See audio visual resources, teachers's guide.)

A class debate might focus on the issue: "The impact of national interest lands upon the life of Alaska Natives -- pros and cons."

With students, review Section 17 (b) (1) of the settlement act regarding easements. The class might identify on an area map the proposed easements that would traverse a specific region of Alaska. Discussion might focus on the reasons for those specific easements being selected. Compare with opinions of local residents Bureau of Land Management, Joint Federal-State Land Use Planning Commission, Alaska Federation of Natives, general class opinion, and individual student opinions.

Review the present uses of the land in the general area currently. Project land use over the next five years and then after five years. Consider what impact the easements will have on each time period of land use as outlined in the preceding sentence. Students might list two or three problems related to easements and attempt in class (small groups) to suggest alternative solutions.

Discussion might focus on the plans for reconveyance of land to municipal governments and the responsibilities of a municipal government. Each student, after reviewing the functions of the village profit corporation might write a paragraph that compares a municipal government to a village profit corporation -- similarities and differences.

A map might be made by a student or obtained from a village corporation that would show the lands as they are reconveyed to the municipal corporation, including notations as to how the municipal lands are to be used.

Summary.

The review section of the workbook, Part B might be used as the basis for the chapter summary, each student being responsible to answer the questions.

Unit review

Students might be asked to develop a list of four ways in which they are affected under the land portion of the settlement act. Each of the four should be listed in order of the most important to the least important. After each one should be written a reason for making that item #1, 2 or 3. These priority lists could be shared in the total group for comparison purposes.

SHAPING THE FUTURE UNIT NINE

Unit Learning goals: After completing the unit the student should know:

- the extent to which self-determination is provided in the Alaska Native Claims Settlement Act;
- that the fundamental obligation of Native corporations is to fulfill certain basic goals common to all corporations;
- that Native corporations have identified for themselves additional goals; and
- the success of corporations will rest in part upon the quality of its leadership and its stockholders.

Chapter 37 Self-determination

Learning objectives: After completing the chapter the student should be able to:

- explain "self-determination" as a feature of the Alaska Native Claims Settlement Act;
- analyze the extent to which Alaska Natives can exercise self-determination; and
- discuss the possible implications of the settlement act upon federal government policies for Alaska Natives.

Suggestions for instruction.

To introduce the unit show the five minute film "For Your Pleasure" to stimulate discussion about what students want to see for the future in Alaska. How far do they want to see corporations go in development? What can students do to bring about the kind of development (if any) they desire it?

Students might be asked to draw four symbols of those things important for the shaping of the future as a result of the land claims settlement. Discuss the ideas of the students. Any one of the ideas might serve as a bridge to the first chapter on self-determination and could be summarized by the teacher.

Chapter introduction. Place the chapter title "Self-determination" on the chalkboard. Ask students to write a brief definition based upon what they already know. The ideas can be shared in class discussion.

Ask students (group 1) to read that portion of the chapter which gives Nick Begich's interpretation of self-determination; group 2 to do the same for Mike Gravel's explanation and group 3 read Emil Notti's explanation. These views can then be summarized and compared for the entire class.

Ask all students to read the chapter section entitled "Extent" and then write a brief summary of the text definition of "self-determination" for Alaska Natives.

Students after reading the section entitled "Some limits" might complete Part B of the workbook as part of the class discussion on the extent of self-determination as a result of the settlement act.

Ask students to write a paraphrase of Sam Kito's statement to a congressional committee about self-determination. Discuss the meaning of the statement in class.

Have students review those programs which are special services provided to Alaska Natives by the federal government. A summary of the findings of the 2-c study should be presented to the class. Students should be alerted to the fact that the Interior Department made no final recommendations on the question of termination of special services to Alaska Natives (a directive in the settlement act). The outcome was that if any recommendations were to be made, they should be made by the Alaska Natives. (Contact the AFN for further information.)

With students review those situations where the federal government continues to have some responsibility to the Alaska Native in the settlement act. Discuss the uncertainty of the government trust responsibility to Alaska Natives after the passage of the settlement act.

Compare the Alaska Native settlement experience with other Native Americans who have sought self-determination: Tlingit-Haida settlement (1950's); Menominees (1960's); and Shoshone (1970's); Canadians; and Hawaiians.

Current events. Try to find current articles dealing with Indian self-determination in other parts of the United States. Prepare a bulletin board display with reports to the class which highlight the articles found. (See "Wassaja" newspaper.)

Summary.

Select a cartoon strip of about eight frames where a dialogue is being carried on (such as Lucy and Charlie in "Peanuts"), and reproduce it on ditto/mimeo with the words removed from the "balloons." Distribute a copy of the strip to each student and ask that they each prepare a dialogue based on what has been learned about self-determination. One major point from the chapter should be selected by each student that would assist other students in reviewing the chapter objectives. After completing the strips, students should share what they did with the rest of the class.

Chapter 38 Goals of Corporations

Learning objectives: After completing the chapter the student should be able to:

- name the goals imposed upon Native corporations by the fact that they are business corporations;

- explain why profits are important to preserve the land base given Natives in the settlement act;

- identify three additional goals which Native corporations believe to be important to the stockholders; and

- discuss the importance of defining "the Native way of life."

Suggestions for instruction.

Introduction: Review the meaning of goals and objectives with students. Ask a student in a class discussion one of the goals he has in life. Write the goal on the board. Then ask him the objectives, the specific action, he expects to carry out in order to reach that goal. The class might study the goals of Calista Corporation (in textbook) or the goals of another selected corporation. (See Part D, student workbook.)

With students review those basic goals of Native business corporations which are characteristic of all business corporations. Financial accountability is one. (Examples of tools of accountability: balance sheet, statement of operations and budget. Teacher's guide, Appendix L.)

To understand the process of selecting goals and objectives and the necessity of having to pursue them in the order of their importance, students might play the land use game. (See simulation game resource listing, teacher's guide.) After playing the game discuss the problems encountered by having to prioritize what a person values and having to make decisions based upon those choices. Introduce the problem faced by boards of directors in having to decide what priorities they do have. Compare the land use value game with the problems of corporations which must decide what is most important: profits; providing jobs, preserving the land, developing resources, protecting subsistence resources, etc.

The entire class might be assigned to participate in the learning experiences E3 and E4 in the student workbook, followed by discussion essays about each experience.

The class might discuss the uniqueness of Native corporations when compared with other business corporations in the United States. Students might select three reg-

ional corporations, obtain copies of their goals and complete, in class, the following chart to compare the goals of each corporation. (If there are several goals, select 8-10 for each.)

Corporate goals

	Corporation A	Corporation B	Corporation C
1.			
2.			
3.			
4.			

Draw lines to connect those goals that are similar among the three corporations. Place an * by the unique goals of each of the corporations. Discuss the under-lying reasons for differences among the kinds of goals selected by the different corporations. The class might be asked to identify some of the underlying values about life that might have affected the choices of goals selected. These values might be found in the annual reports of the different corporations used in the exercise above.

In thinking about the concern for being able to identify the Native way of life students might discuss the qualities of a desireable way of life for their community. If several communities are represented in the classroom each student should be responsible for defining these qualities characteristic of his own community. In small groups ask students to compare the values named to discover similarities or diversity. Based upon the ideas shared, ask students to select the most important characteristic value for his community and write a one line sentence about it to be included in a choral reading on "a valued way of life." Two students could fit the sentences into a prepared copy based on an outline similar to the following in order to be read aloud by the students:

Narrator (An Introduction)
First student
Second student
All
Third student
All
Fourth student
Fifth student
etc.
Narrator (comments about the values)
etc.

Optional experience. The class might discuss each of the following questions: What does the Native way of life mean to you? To what extent does your community fit into

your understanding of "the Native way of life?" the regional corporation of your area? Does your definition remain the same from year to year? Or does the definition of "the Native way of life" change throughout the years? If so, why? If not, why? Are all ideas and technological achievements desireable to be incorporated into one's way of life? Why or why not? Compare the Native way today with the Native way 100 years ago.

Summary.

The choral reading might be presented for the benefit of the entire class in addition to the display and explanation by students about the mobils made (workbook E5).

Optional experience. Ask students to select traditional stories from the community that can be shared in class that emphasizes qualities or philosophy of life which are believed to be desireable as a part of a way of life today.

Chapter 39 Responsibilities

Learning objectives: After completing the chapter the student should be able to:

- define "good faith" and "reasonable care;"
- identify qualities desireable for leadership;
- using examples, explain why Alaska Native corporation decisions are particularly difficult to make; and
- describe a responsible stockholder.

Suggestions for instruction.

Optional activity: Inform the students that they are to become involved in a class experiment, and it is hoped that all students will be willing to participate. Ask each student to contribute an amount of money (not to exceed 50 cents) to a general fund (ask a student to record the amount given by each of the students in order that the money can be returned after the experiment.) After the money is collected and held for safe-keeping by an appointed student the class is told: As a class you are to decide upon one student who is to receive the Fund and to put it to the best use possible for the good of the entire class. The class makes its selection. (Optional: The selected person may decide what to do with the money and report to the class. The class might express an opinion on the suggested action; if the class was displeased with the choice, the students might select someone else.) Class discussion should center on what characteristics or behavior patterns were considered when the students were told to select someone to act upon their behalf with their money. These personal qualities might be listed on the chalkboard (perhaps refer right to the several persons who might have been considered to use the Fund) -- such as

trustworthiness, honesty, etc. Additional qualities of leadership might be included in the list.
(Note: Be sure to return the change to each student immediately after completing the exercise.)

Select two or three known leaders in the community. Write their names on the chalkboard. Under each name write those qualities that contribute to that person's recognition as a community leader. A second step might be to number those characteristics from the most important to the least important. Discussion might center on those qualities, particularly on those which would be important for corporation leadership.

The class might create a mural (magic markers or poster paints) which illustrates those qualities of leadership that can contribute to the effective leadership by the staff of a business corporation.

A speaker from one of the Native business corporations might explain to the class those qualities that are looked for in hiring corporation staff the characteristic desired in members of the board of directors. Expectations for responsible stockholders might be discussed with the students.

Students in pairs might be assigned the task of writing a brief report that explains the extent to which Alaska Native business corporations formed as a result of the settlement act are unique organizations from the common business corporation. (15 minutes) In the total class setting discuss the ideas as they are reported from each team.

In light of the difficult kinds of decisions that must be made by Native corporations on behalf of stockholders, a debate might be held on one of the following propositions:

> Native corporation activity should primarily serve the needs of present-day stockholders.
>
> Native corporation activity should serve the needs primarily of those stockholders who belong only to a regional corporation and not to a local (village corporation.

Summary.

Students might be asked to write a paragraph telling what they feel is the greatest responsibility of leadership and stockholders for Native corporations today.

Unit Summary.

The class might write a script and prepare a puppet show based on traditional stories of the community that portrays the qualities necessary in people and tools needed that will contribute to the shaping of the future in Alaska Natives and all the residents of Alaska. Present the puppet show for the entire school.

Alternate suggestion. Excerpts from the book A WHALE FOR THE KILLING (Appendix M, teacher's guide) by Farley Mowat might be read to the class. The setting is Newfoundland (Canada). The situation involves the impact of a new fish plant upon the surrounding community.

Students might discuss the effects the fish plant (economic base) had upon the community. Consider whether these experiences have something to say to Alaskans about what style of life is valued and what people ought to attempt to achieve in the future as a result of the Alaska Native Claims Settlement Act.

EPILOGUE

Learning objectives: After reading the epilogue and reflecting upon the earlier portions of the textbook, the student should be able to:

- tell what makes Howard Rock confident about the future;

- give reasons other people have for being optimistic or pessimistic about the future; and

- evaluate the reasons given by others and make his own estimate about the future.

To prepare for the conclusion of the course, review with the students the educational goals outlined for the course found in the student workbook.

In Class read aloud that portion of the speech given by Howard Rock to the participants of the Conference for Alaska Native Youth in 1975. Discussion might center on what Mr. Rock was talking about when he said that the youth who will be the leaders of tomorrow have a big assignment. Also, discuss that "tools" are available for the new leaders to carry out that assignment.

Show the film which portrays the achievement and effects of the claims settlement (produced by the Alaska Native Foundation, Winter, 1975) in Alaska. (See "Note" at the end of the audio-visual resources.) Ask students as they view the film to watch for the kinds of achievements that have occurred and the effects that have been made upon life in Alaska since the settlement.

The class might read the quotation found in the workbook, Part A and complete the questions which follow.

Students might conduct interviews in the community by asking selected individuals some of the questions listed in Part B of the workbook (numbers 1-5). The responses could be recorded on audio or video tape. The recording could be played for the class for discussion. Students might be asked to summarize the over-all impressions that one gains by listening to the variety of responses that were recorded.

To conclude, students should select two or three of the Questions for Essays, Part B in the workbook to be answered in paragraph or story form. These papers should be presented to the class, or the topics discussed in class, perhaps concluding with the question "What are some things that need to be looked at that should cause a need for concern about the success or failure of carrying out the opportunities created by the land claims settlement."

APPENDIX A: TREATIES

TREATY WITH THE CHOCTAW, 1805

Illegible

TREATY WITH THE CHOCTAW, 1816

Illegible

85

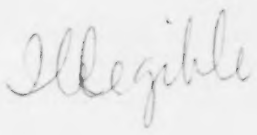
Illegible

TREATY WITH THE CHOCTAW, 1820

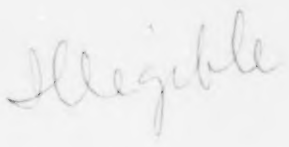
Illegible

FL

TREATY WITH THE CHOCTAW, 1825



TREATY WITH THE CHOCTAW, 1830



under the Constitution are required to exercise a legislation over Indian Affairs. But the Choctaws, should this treaty be ratified, express a wish that Congress may grant to the Choctaws the right of punishing by their own laws, any white man who shall come into their nation, and infringe any of their national regulations.

ARTICLE V. The United States are obliged to protect the Choctaws from domestic strife and from foreign enemies on the same principles that the citizens of the United States are protected, so that whatever would be a legal demand upon the U. S. for defence or for wrongs committed by an enemy, on a citizen of the U. S. shall be equally binding in favor of the Choctaws, and in all cases where the Choctaws shall be called upon by a legally authorized officer of the U. S. to fight an enemy, such Choctaw shall receive the pay and other emoluments, which citizens of the U. S. receive in such cases, provided, no war shall be undertaken or prosecuted by said Choctaw Nation but by declaration made in full Council, and to be approved by the U. S. unless it be in self defence against an open rebellion or against an enemy marching into their country, in which cases they shall defend, until the U. S. are advised thereof.

Institute for the Development of Indian Law. TREATIES AND AGREEMENTS OF THE FIVE CIVILIZED TRIBES. 927 15th Street, N.W. Washington, D.C.

APPENDIX B: QUOTATIONS FROM AMERICAN HISTORY

1.

The following quotations are found in As It Happened by Charles D. Sellers, senior editor (New York: McGraw-Hill, 1975).

As long ago as 600 years agreements by contract were made between the land holders and laborers on the land, a part of the feudal land holding system of Europe. Following is a description of a portion of the manor of Werkworth in northern England at that time.

farm: rent

stallage: a charge for the privilege of having a stall at the manor's market or fair

charter: written grant

farmers: renters; that is, free tenants

4 leagues: 12 miles

7 score: 140

house-bote and hay-bote: wood for repairing houses and fences

liberty of forests: forest rights

■ There are 21 bondmen, each of whom holds 30 acres of land and each pays a *farm* of 3s. 6d. per year. And gives yearly 4 quarters of barley malt or 9s. at the choice of the lord, and gives *stallage* of 2d. yearly. And gives for the custody of the animals of the lord 3d. yearly, and gives at Christmas one hen or 1d. And shall work for the lord 3 days each week unless a feast happens, or shall pay in place of this service, if the lord chooses, 5s. yearly. And mows in autumn for 5 days with a man, 3 days with the lord providing meals, and 2 days providing his own meals, the value of this service being 6½d. And moreover he shall carry to the Castle one cartload of wood from the wood of Aclintone, or shall pay 1d.

Total value in money of the above rents and services £19 11s. 11½d.

Also the above bondmen give 5s. yearly for a meadow called Rumedu.

Also Robert Aning holds 30 acres of land and pays yearly 1 quarter of barley malt of the old measure, or 2s.

Also Robert Wambe holds 20 acres of land of the demesne by charter during his life for taking care of the park. And he holds 4 acres of land for 2s. 6d. yearly in place of all services.

And there are 10 farmers who hold 16 acres of land and pay yearly in money 7s. 11d. And do yearly 40 works of one man's labor for one day, the lord providing meals, these works being worth 25d. yearly besides the food.

There are 2 *cottagers* who hold 5 acres of land and pay yearly 2s. 9d. in *farm* and do works that are worth 5d.

Also William the blacksmith holds 9 acres of land for making the ironwork of the ploughs of Werkworth and for shoeing horses.

Also there is a park 4 leagues in circumference, in which there are estimated to be this day about 7 score young bucks and does, but no large deer are to be found there. And there are 7 or 8 bison and 1 stag that is 2 or 3 years old.

Moreover there are 2 small woods the foliage of which is common pasturage for the township of Aclintone. And they are allowed to take house-bote and hay-bote from them under the *liberty of forests*.

Sum of all the above township of Aclintone in money £24 21½d.

p. 14

* * *

I have taken up my pen to prove that the voyage recently undertaken for trade and settlement in America is an action that will lawfully enlarge her Majesty's (England) dominions; that it is useful to our whole country in general, profitable to the investors in particular, and beneficial to the savages; and that it can be accomplished without any great danger or difficulty. And last and most important, it tends also to the honor and glory of Almighty God....

Moreover, it is well known that all savages, as soon as they begin to taste a little civilization, take marvelous delight in any garment no matter how simple.... What a market for our English clothes will result from this, and what a great benefit to all those engaged in making and selling clothes....

Sir George Peckham
TRUE REPORTS OF THE
LATE DISCOVERIES 1583
p. 29

* * *

By what right can England claim Virginia? ... First, as men, we have a natural right to replenish the whole earth, so long as any country is not possessed by other races.... And if a country is inhabited in some parts but not others, this reason allows other men who lack a convenient place to live to settle there...especially where the people are wild and do not have settled possession of any parts.... Another right is that of trade.... God in his manifold wisdom has diversified every country's products so that all are rich in some and poor in some. He did not do this so that one would be hungry and another drunk with goods, but so that the whole world would be one body of mankind through the communication of each member with the others for the general good.... It is therefore both ungodly and inhumane for a group of men to deny part of the world to other men or... to prevent other men from inhabiting lands they cannot use themselves, or from trading, which greatly benefits both groups....

Rev. Samuel Purchas on the
benefits of colonizing in America
1622
p. 114

* * *

"As early as 1650, Connecticut felt compelled to pass a law against 'diverse persons (who)departe from amongst us, and take up their aboade with the Indians, in a prophane course of life.' One historian estimates that about 40 percent of the 600 New England men, women, and children captured by Indians between 1689 and 1713 refused to return to the English colonial settlements."

Benjamin Franklin
p. 118

2.

The grass which grows out of the earth is common to all.

an anonymous Delaware
Indian, 1777

That such a Beautiful country was intended by its Author to be forever in the possession and occupancy of serpents, wild fowls, wild beasts and savages who derive little benefit from it, no reasonable man, can for one moment believe who sees it.

Caleb Atwater
(THE INDIANS OF THE
NORTHWEST, THEIR MANNERS,
CUSTOMS, ...1850)

3.

The following quotations are found in The Way edited by Shirley Hill Witt and Stan Steiner (New York: Random House, 1972).

What is it they want of us at this time? They want us to give up another chunk of our tribal land. This is not the first time nor the last time. They will try to gain possession of the last piece of ground we possess. They are again telling us what they intend to do if we agree to their wishes. Have we ever set a price on our land and received such a value? No, we never did. What we got under the former treaties were promises of all sorts, but all that we realized out of the agreements with the Great Father was, we are dying off in expectation of getting things promised us.

Sitting Bull
Hunkpapa band of Teton Lakota

Every part of this country is sacred to my people. Every hillside, every valley, every plain and grove has been hallowed by some fond memory or some sad experience of my tribe.

Chief Seathe (Seattle)
Duwamish 1855

4.

The following excerpt is found in Episodes in American History edited by Robert E. Burns (Lexington, Massachusetts: Ginn and Company, 1973).

"The story here narrated is one of a conflict between two civilizations, between two methods of living, one based on hunting and fishing, the other on farming and commerce. This conflict, grim and unceasing...was nourished by the profound conviction of each race that its ways were superior to those of the other. In the white man this conviction was aggressive and militant and justified the displacement or extermination of the Indian. In the Indian it was defensive and heroic and gave strength, in the face of despair and overwhelming force, for resistance against the hated conqueror....

Yet in all sincerity, the Indians believed themselves to be a chosen people in the sight of God. This belief was justified, in their opinion, by the fact that the whites were a race of mongrels, while they themselves were thorough-breds. The uniformity of their physical characteristics revealed them as a race of aristocrats among the races of men.

The Indians were quite conscious that they were more skilled in certain arts than the white men. These were the arts of hunting, trapping, and fishing, all of which required a versatility and a craftsmanship of a type superior to that of the farmer, the trader, and the mechanic. In contrast with wild game, the plants, tools, and domestic animals of the white men were tame and easily controlled.....

Their lives stood the daily test of direct comparisons with nature and natural forces. The sincerity with which they lived according to their beliefs is evidenced in their spoken language, in which there were no abstractions, but in which natural objects and forces were used to create ideologies and definitions. Their leaders were "wise and beloved men"; other tribes were brothers, nephews, cousins or grandfathers; the whites might be elder brothers or great fathers....

Knowing only the simpler arts needed to sustain a small population...they were no match for those whose arts were capable of...sustaining large units of population...Even though in the days of conflict the Indians were not greatly outnumbered by the actual frontier invaders, there were always the legions of white people to the east who could be hired to crush the red man.

Ralph C. Downes
COUNCIL FIRES ON THE UPPER OHIO, 1940
pp. A73-A74

APPENDIX C: VALIDITY OF NATIVE CLAIMS TO ALASKA LAND "Take our land, take our life"

"A long series of Federal statutes and Supreme Court decisions establishes the rule that aboriginal occupancy creates a property right which the United States alone has the power to extinguish and that Native land rights carry with them the right of the tribe or Native group to enjoy the protection of the United States against the interference from all others, including state governments." (Taken from the introduction to Senate Bill 835 by Senator Fred Harris, p.6, March 26, 1971.)

1783 Congress of the Confederation issued a proclamation prohibiting all persons from making settlement 'on lands inhabited or claimed by Indians,' and 'from purchasing or receiving any gift or cession of such lands or claim without the express authority and direction of the United States in Congress assembled.'

1787 Ordinance for the Northwest Territory provided that the land and property of the Indians 'shall never be taken away from them without their consent' and that 'their property, rights, and liberty...shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress.'

1823 Johnson v. McIntosh. Judicial recognition of Indian possessory rights. Chief Justice Marshall defined the status of the original inhabitants as 'the rightful occupants of the soil, with legal as well as just claim to retain possession of it.'

1832 Worcester v. Georgia. Supreme Court stated that, under the Indian Trade and Intercourse Laws, th Indian communities have territorial boundaries and have a right to all the lands within those boundaries, which is not only acknowledged but guaranteed by the United States.

1884 Organic Act. Stated that "The Indians...shall not be disturbed in the possession of any lands actually in their use or occupancy or now claimed by them." It postponed for future legislation the matter of conveying title to the Natives.

1867 When the United States acquired Alaska from Russia, it purchased not the land itself but only the right to tax and to govern. The United States Government recognized at that time, in accordance with long-standing Federal policy and Supreme Court precedent, that the land belonged to the original occupants--the Native people.

1902 Heckman v. Sutter. United States Court of Appeals for the Ninth Circuit Court held that the Organic Act established possessory rights which would ground a suit against encroachment by third parties, stating that:

> Congress saw proper to protect by its Act of 1884 the possession and use by these Indians and other persons of any and all lands in Alaska against intrusion by third persons, and so far has never deemed it wise to otherwise provide.

1941 United States v. Sante Fe Pacific R. R. Co. 'Unquestionably it has been the policy of the Federal Government from the beginning to respect the Indian right of occupancy, which could only be interferred with or determined by the United States.'

Tee-Hit-Ton Indians v. United States. Supreme Court acknowledged that it had been 'the policy of the Congress, continued throughout our history, to extinguish Indian title through negotiation rather than by force,' and that the Indians had a right of occupancy which the sovereign grants and protects against intrusion by third parties.' Congress must act in order for Indian title to be compensable as against the United States.

1957 Congress excepted lands occupied by Indians from the tideland grants to the territory of Alaska under the Act of September 7, 1957 continuing the policy of preventing intrusion by third parties.

1958 To protect land rights against the new State (of Alaska), Congress provided that the "State and its people do agree and declare that they forever disclaim all right and title...to any lands or other property (including fishing rights) the right ot title to which may be held by any Indians, Eskimos, or Aleuts."

APPENDIX D: LAND CLAIMS HEARING TESTIMONIES

Hearings before the Committee on Interior and Insular Affairs. United States Senate, Ninetieth Congress: Second Session on Senate Bill 2906, Washington: U.S. Government Printing Office, 1970.

1.

Quotes from Emil Notti during the hearings before the Committee on Interior and Insular Affairs on S. 2906; February 8-9-10, 1968; pp. 31-35.

The native people who for centuries have made their living off the land can no longer do so. The decline of game animals due to increased pressures of hunting from the urban areas and by trophy hunters has made it difficult for natives to make a living by subsistence hunting. The native people who for 10,000 years made a living off of the land by subsistence hunting are now prevented from doing so because of artificial game regulations that are foreign to the native people and the penalties for breaking these regulations are severe in terms of money fines.

The decline of hunting and the encroaching civilization would not be so bad if it brought with it a means to offset the loss of the subsistence way of life, but unfortunately this is not the case. ... there is a strong feeling among the native people in Alaska, that they want to have control of their own destiny. And if there are going to be mistakes made, we want to make them, not let the bad decisions be made in Juneau, or even farther away, in Washington, D.C. ... We feel we have the ability to make our own way and once we get a fair settlement for our lands, it will enable us to operate our businesses.

2.

Quotes from the statement of the Alaska Sportsmen's Council on Senate Bill 2906 pp. 439-441, February 8-9-10, 1968, before the Committee on Interior and Insular Affairs.

In a nation faced with mass pollution, a population explosion, super-highways and ever-smaller and fewer areas where a man can enjoy God's beautiful wilderness areas, let us not destroy the last such area remaining unspoiled under the American flag. This proposed grant of ten percent of the land areas of Alaska into private ownership by Indian corporations is an invasion upon the rights of all the people of the United States on the last frontier.

The whole intent of the people of Alaska, as reflected in its constitution (accepted by the United States in the grant of statehood in 1969) was to insure racial equality, equal rights, and equal opportunities. ... There is something fundamentally wrong with the entire concept of conferring land selection privileges and special rights based on color. ... The equal-footing doctrine contemplates a union of equal states. If Congress discriminates against the State of Alaska by withholding control of fish and game over wide areas, and makes grant of special privileges based on the accident of racial origin, then such discrimination is unconstitutional.

We want to emphasize that we do not oppose the early settling of the nation's obligations to Alaska's aboriginal people, but we insist that the settlement contain a firm figure, so that people will know exactly what is being given and what is being received. The settlement should be in cash or a schedule of payments in cash over a definite period of time. In no event should the settlement be made by grant of public land.

3.

Quotes from the statement of Alfred Hopson during the hearings before the Committee on Interior and Insular Affairs on S. 2906; February 8-9-10, 1968 pp. 296-299.

Alfred's statement concerns traditional methods of using the land for subsistence.

"Today, I am going to talk about the trade movement amongst the Eskimo people. My testimony of our Eskimo ancestors living along the Arctic slope may well be recorded as a history of the method of extent of their travel and locations -- fighting the elements of Arctic conditions and extreme temperatures, the tribes living along the mountain range lived mainly by following the caribou migrations, locating at certain fish holes and hot springs during the coldest part of the winters for acquiring fish for food.

It was necessary for the inland people to contact the villages of the coast to acquire the oils of seal, ogrook, and walrus and whale, by trading hides and sinews of caribou and dried meats for warm clothing during the winter on the coast.

The inland people prepared great bales of fine caribou hides taken at the right time when the fur was the right thickness, suitable for work and also for cold temperatures and dress. To do this, the families had to separate -- miles apart -- in order to fulfill their personal needs to acquire stock for trade.

In the two months that these trips were made inland, some made camps along the shores for sealing and orgrook hunting over the ice... The coastal hunting took about one month, and when the ice from the shore cleared the beach, they loaded their omeaks and came back to the village.

During this time, another group made journeys along the north coast toward the Canadian boundary, loaded with the pokes, whale muktuk and oil and also the supplies for trading... They used two routes -- some taking the shores along the sea and others taking the inland passage whereby they were not delayed by the rough ocean waters.

After all this activity, plans would be made and the invitiations to the other villages would begin. ... This is not designed as a recreation but it is designed as a big feast and a trade to supply each other when they have to acquire the necessary

articles and food to pull through the winters. ... At one time Barrow was invited to Icy Cape inland from Killick and Anaktovak people were invited to Barrow and this is the method of survival -- great masses of people were traveling to communicate with their neighbor to supplement their needs."

Hearings before the Subcommittee on Indian Affairs of the Committee on Interior and Insular Affairs, House of Representatives Ninety-First Congress. First Session on H. R. 13142, H. R. 10193, and H. R. 14212, Washington; U. S. Government Printing Office, 1970.

4.

Quotes from the statement of William Zaegel during the hearings before the Subcommittee on Indian Affairs on H.R. 13142, H.R. 10193, and H.R. 14212 -- October 17, 18, 1969; pp. 621-623.

The natives do not need large tracts of land. Today very few natives live off the land. Those that do, live in remote areas where there is plenty of public land on which to hunt, fish and trap. As our civilization encroaches on these hunting and trapping areas, the economy of the area changes and the native no longer wants to exist in his native ways. The thousands of natives in Fairbanks, Anchorage and other towns and villages surely do not need large tracts of land as they are buying their food and clothing at the store.

I have no objection to the individual native receiving title to his actual homesite be it a townsite lot or a small tract in the bush. This was supposed to be accomplished with the Native Allotment Act and the townsite lot surveys. Oddly enough, these natives who are now asking for 40,000,000 acres of land only filed 175 native allotments in the last 62 years.

The native is being integrated into the Alaskan economy and society, by better education, job training programs and preferential hiring. We are making progress. Now Alaskans are concerned that the native claims will divide us. While many Alaskans feel that the natives may have a right to some compensation most are dismayed by the greed whose in their demands for 40,000,000 acres and a perpetual income totaling billions of dollars. Congress must effect a just settlement that will integrate, not separate Alaskans."

APPENDIX E: CONTROLS AND RESPONSIBILITIES OF REGIONAL BUSINESS CORPORATIONS

Characteristics of a regular business corporation which apply to regional (and village) business corporations:

Purpose of a regular business corporation:

1. receive and invest monies
2. earn a profit
3. distribute dividends to stockholder
4. maintain a list of stockholders
5. issue stock
6. keep stockholders informed

Systems of controls placed upon business corporations:

1. state commerce laws
2. articles of incorporation
3. by-laws
4. accounting procedures
5. Securities Exchange Commission
6. Internal Revenue Service requirements

Characteristics of regional business corporations as required by the Alaska Native Land Claims Settlement Act, December 18, 1971:

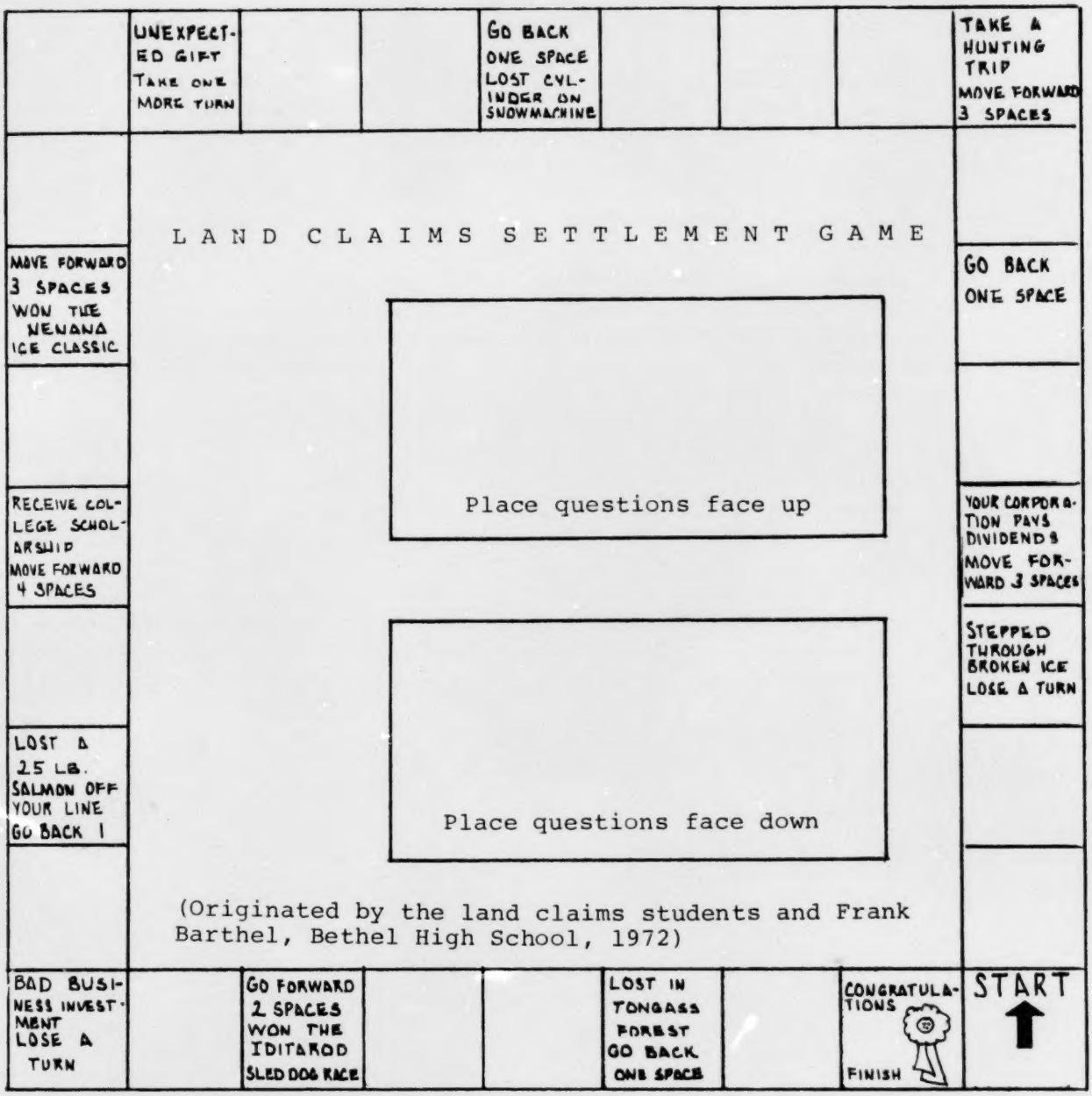
Additional responsibilities of regional business corporations:

1. receive and invest monies from the Alaska Native Fund
2. distribute portions of the Alaska Native Fund to village business corporations and at-large stockholders
3. share 70% of profits from mineral and timber resources with the 12 regional corporations
4. manage regional-owned lands
5. maintain subsurface rights to land within the region (except the revoked reserve lands)
6. review village land selections and transactions (10 years)
7. approve village business corporation budgets (5 years)

Additional controls placed upon regional business corporations:

1. articles of incorporation and by-laws to be approved by the Secretary of Interior
2. annual audit of accounts given to Secretary of Interior and Interior and Insular Affairs committees of both houses of Congress
3. operating funds for the business corporation comes from Congress, based on regional enrollment
4. stockholders are to be 1/4 Alaska Native who are enrolled
5. stock may not be sold or assigned for twenty years (1991)
6. only Alaska Natives have voting rights in the corporations (20 years)

APPENDIX F: LAND CLAIMS SETTLEMENT GAME


UNEXPECTED GIFT TAKE ONE MORE TURN
GO BACK ONE SPACE LOST CYLINDER ON SNOWMACHINE
TAKE A HUNTING TRIP MOVE FORWARD 3 SPACES
LAND CLAIMS SETTLEMENT GAME
MOVE FORWARD 3 SPACES WON THE NENANA ICE CLASSIC
GO BACK ONE SPACE
Place questions face up
RECEIVE COLLEGE SCHOLARSHIP MOVE FORWARD 4 SPACES
YOUR CORPORATION PAYS DIVIDENDS MOVE FORWARD 3 SPACES
STEPPED THROUGH BROKEN ICE LOSE A TURN
LOST A 25 LB. SALMON OFF YOUR LINE GO BACK 1
Place questions face down
(Originated by the land claims students and Frank Barthel, Bethel High School, 1972)
BAD BUSINESS INVESTMENT LOSE A TURN
GO FORWARD 2 SPACES WON THE IDITAROD SLED DOG RACE
LOST IN TONGASS FOREST GO BACK ONE SPACE
CONGRATULATIONS
FINISH
START

Land Claims Settlement Game

Goal: The first player to reach FINISH by answering questions correctly and earning a roll of the die is the winner.

Items needed: Make a playing game board (cardboard or heavy paper) and mark off 32 squares around the outside edges. The teacher and/or students can write questions based upon the chapter. Place each question on a card with the answer on the reverse side. Place the stack of questions on the playing board. A die is used and a player place marker is used. It is suggested that no more than four players to a board be permitted.

The game: The player, whose turn it is, answers the top questions on the question stack of cards. If the answer is correctly given, the player throws the die and advances in the direction of the arrow the appropriate number of squares. The player repeats this process until a wrong answer is given. Then it is the next player's turn. The first player to the finish square is the winner. Note: To arrive on the finish square, the player must thrown the exact right number with the die.

Suggested questions to be placed on the cards:

State the date of the signing into law the Alaska Native Land Claims Settlement Act.

The total amount of money to be given to the Alaska Natives in the settlement was _____.

Who elects the board of directors for a business corporation?

Identify the Alaska Indians granted a reserve in 1891 who were able to keep their same status after the settlement act.

How many regional corporations were permitted to be formed in the Land Claims Act?

Name the advisory group given power to make recommendations on land use in Alaska as authorized by the Land Claims Act.

APPENDIX G: REGIONAL NON-PROFIT CORPORATIONS

Aleut League
833 Gambell Street
Anchorage, Alaska 99501

Arctic Slope Native Association
P. O. Box 566
Barrow, Alaska 99723

Bristol Bay Native Association
P. O. Box 237
Dillingham, Alaska 99576

Cook Inlet Native Association
P. O. Box 515, 670 W. Fireweed Lane
Anchorage, Alaska 99510

Copper River Native Assn., Inc.
Drawer G
Copper Center, Alaska 99573

Kawerak, Inc.
P. O. Box 505
Nome, Alaska 99762

Kodiak Area Native Association
P. O. Box 172
Kodiak, Alaska 99615

Maunelak, Inc.
P. O. Box 257
Kotzebue, Alaska 99752

North Pacific Rim Native Corporation
912 East 15th Avenue (Chugach)
Anchorage, Alaska 99501

Tanana Chiefs Conference
Doyon Building-1st & Hall Streets
Fairbanks, Alaska 99701

Tlingit-Haida Central Council
114 South Franklin Street
Juneau, Alaska 99801

Yupiktak Bista
P. O. Box 219
Bethel, Alaska 99559

Alaska Tribal Association
c/o Kenai Native Association, Inc.
President
Box 1210
Kenai, Alaska 99611

representing:
Alaska Native business corporations of

Elim	Kodiak
Gambell	Juneau
Kenai	Sitka
Klukwan	Tetlin
Savoonga	Venetie

Arctic Village

APPENDIX H: REGIONAL CORPORATION OFFICE ADDRESSES

Ahtna, Incorporated
P. O. Box 823
Copper Center, Alaska 99573
phone 822-3476

or
515 D Street
Suite 202
Anchorage, Alaska 99501
phone 277-0316

Aleut Corporation
833 Gambell Street
Anchorage, Alaska 99501
phone 274-1506

Arctic Slope Regional Corporation
Box 566
Barrow, Alaska 99723
phone 852-6930

or
313 E Street
Anchorage, Alaska 99501
pnone 276-1552

Bering Straits Native Corp., Inc.
P. O. Box 1008
Nome, Alaska 99762
phone 443-5252

Bristol Bay Native Corp., Inc.
P. O. Box 237
Dillingham, Alaska 99576
phone 842-3070

or
447 East Fifth Avenue
Anchorage, Alaska 99501
phone 277-9511

Chugach Native, Inc.
912 East 15th Street
Anchorage, Alaska 99501
phone 274-4558

Calista Corporation
516 Denali Street
Anchorage, Alaska 99501
phone 279-5516

or
Box 408
Bethel, Alaska 99559
phone 543-2191

Cook Inlet Region, Inc.
1211 West 27th Avenue
Anchorage, Alaska 99503
phone 274-8638

Doyon, Ltd.
Doyon Building - 1st & Hall
Fairbanks, Alaska 99701
phone 452-4755 or 452-5756

Koniag, Inc. Regional Native Corp.
Box 746
Kodiak, Alaska 99615
phone 486-4147

NANA Regional Corporation, Inc.
Box 49
Kotzebue, Alaska 99752
phone 442-3261

or
4706 Harding Drive
Anchorage, Alaska 99503
phone 279-5232

Sealaska Corporation
811 West 12th Street
Juneau, Alaska 99801
phone 586-1512

APPENDIX I: INFORMATION RESOURCES

General

Alaska Federation of Natives, Inc.
670 W. Fireweed Lane
Anchorage, Alaska 99501

Alaska Humanities Forum
429 D Street
Anchorage, Alaska 99501

Alaska Legal Services
524 W. Sixth Avenue
Anchorage, Alaska 99501

Alaska Native Brotherhood
President
c/o Alaska Native Brotherhood Hall
510 Willoughby Avenue
Juneau, Alaska 99801

Alaska Native Education Board
4510 International Airport Road
Anchorage, Alaska 99502

Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501

Alaska Native Youth Council
(high school)
c/o Alaska Federation of Natives, Inc.

Community Enterprise Development
Corporation
503 W. Northern Lights Boulevard
Anchorage, Alaska 99503

Greater Anchorage Area Borough
School District
Social Studies Consultant
4600 Debarr Road
Anchorage, Alaska 99504

Indian Education Act Office
4600 Debarr Road
Anchorage, Alaska 99504

Joint Federal-State Land Use Planning
Commission
733 W. Fourth Avenue
Anchorage, Alaska 99501

RurAL CAP
1016 E. Fourth Avenue
Anchorage, Alaska 99501

State of Alaska

Community and Regional Affairs (Dept.)
Pouch B
Juneau, Alaska 99801
or
511 W. Fourth Avenue
Anchorage, Alaska 99501

Economic Development (Dept.)
Pouch EE
Juneau, Alaska 99801

Tourism (Division)
Pouch E
Juneau, Alaska 99801

Education (Dept.)
Pouch F
Juneau, Alaska 99801

Libraries and Museum (Div.)
Pouch G
Juneau, Alaska 99801

Alaska State Film Library
Anchorage Center
650 W. International Airport Road
Anchorage, Alaska 99502

State of Alaska (continued)

Alaska State Film Library
Juneau Center
Pouch G
Juneau, Alaska 99801

Fish and Game (Dept.)
Subport Building
Juneau, Alaska 99801

Natural Resources (Dept.)
Pouch M
Juneau, Alaska 99801

Geological and Geophysical Survey (Division)
3001 Porcupine Drive
Anchorage, Alaska 99504

Mines Information (Division)
323 E. Fourth Avenue
Anchorage, Alaska 99503

Lands (Division)
323 E. Fourth Avenue
Anchorage, Alaska 99503

University of Alaska, Fairbanks, Alaska 99701

Alaska Native Human Resource Development Program
515 D Street, Room 203
Anchorage, Alaska 99501

Arctic Environmental Information and Data Center
707 A Street
Anchorage, Alaska 99501

Center for Northern Educational Research
Alaska Native Heritage Film Project

Institute for Northern Forestry

Institute of Social, Economic and Governmental Research

Native Studies

U.S. Geological Survey

United States Government

Agriculture (Department)

Forest Service
121 W. Firweed Lane
Anchorage, Alaska 99503
or
Juneau, Alaska 99501

Commerce (Department)

National Marine Fisheries Service
632 W. Sixth Avenue
Anchorage, Alaska 99501

Interior (Department)

Fish and Wildlife
813 D Street
Anchorage, Alaska 99501

Bureau of Mines
Federal Building
Anchorage, Alaska 99501

Geological Survey
508 W. 2nd Avenue
Anchorage, Alaska 99501

Bureau of Indian Affairs, Area Office
Box 3-8000
Juneau, Alaska 99801
or
1675 C Street
Anchorage, Alaska 99501

United States Government (continued)

Enrollment Office
Pouch 7-1971
Anchorage, Alaska 99501

Bureau of Land Management
555 Cordova Street
Anchorage, Alaska 99501

National Park Service
330 West Fifth Avenue
Anchorage, Alaska 99501

National Park Service Task Force
524 W. Sixth Avenue
Anchorage, Alaska 99501

APPENDIX J: ADDRESSES OF PERIODICAL PUBLICATIONS

"Alaska Native Management Report"

bi-monthly newsletter published
by The Alaska Native Foundation
515 D Street
Anchorage, Alaska 9950l

"Native News and BIA Bulletin"

monthly publications
Box 3-8000
Juneau, Alaska 99801

"Tundra Times"

weekly
P. O. Box 1287
Fairbanks, Alaska 99701

"Wassaja"

monthly
National newspaper of American
Indians
American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

"Voice of the Brotherhood"
(Alaska Native Brotherhood)

423 Seward Street
Juneau, Alaska 99801

"The Land" (BLM newsletter)

quarterly
555 Cordova Street
Anchorage, Alaska 99501

"Land Lines" (Alaska Division of
Lar ds)

monthly
323 E. Fourth Avenue
Anchorage, Alaska 99501

"Alaska History" newsletter

Alaska Division of Parks
323 E. Fourth Avenue
Anchorage, Alaska 99501

regional corporation newsletters

Consult address listings for
each of the regional corporations.

APPENDIX K: ADDRESSES FOR GENERAL REFERENCE

Indian Historian Press
1451 Masonic Avenue
San Francisco, California 94117

National Indian Educational Association
3036 University Avenue, S.E.
Minneapolis, Minnesota 55414

National Congress of American Indians
1765 P Street, N.W.
Washington, D. C. 20006

The Native American Rights Fund
1506 Broadway
Boulder, Colorado 80302

Institute for the Development of
Indian Law
927 15th Street, N. W.
Suite 612
Washington, D.C. 20005

APPENDIX L: CORPORATION FINANCIAL ACCOUNTABILITY

Below are examples of the tools used by a corporation's finance department to show where their money comes from, how it is being spent, and whether there are profits or losses.

(Example) 1. Budget

WILLOW CORPORATION

Budget
for the year beginning
July 1, 1975

Projected revenues		Projected Expenses	
Investment income	$80,000	Staff salaries and benefits	$35,000
Other income	10,000	Contract fees for legal and accounting services	15,000
		Travel	5,000
		Office expenses	20,000
Total projected revenues	$90,000	Total	$75,000
		Projected net gain	$15,000

The budget is a plan for spending that will take place. It will identify the amounts of money likely from each of several possible sources and amounts of money required to carry out the corporation's activities. In preparing its budget plan, the corporation will seek to keep expenses below its revenues so that it may show a profit at a year's end.

(Example) 2. Balance Sheet

The financial condition of a corporation as of a given time (at least annually) is portrayed in its balance sheet. One column of a balance sheet shows how much the corporation owns (assets); the other column shows how much it owes (liabilities) and its capital. Assets include the cash on hand, land, buildings, and equipment. Liabilities include debts (money borrowed or taxes which are due) and the value of its outstanding stock (capital). If the value of the assets exceeds that of liabilities and capital, the corporation has a surplus which is necessary if any dividends are to be paid to the stockholders. Below is an example of a balance sheet.

FIREWEED CORPORATION

Balance Sheet
as of June 30, 1974

ASSETS		LIABILITIES AND CAPITAL	
Current assets		Current Liabilities	
Cash in bank	$ 5,000	Accounts payable	$ 5,000
Investments	80,000	Taxes payable	5,000
Fixed assets		Long-term debt	10,000
Office equipment	1,000		
Vehicles	4,000	Total Liabilities	$ 20,000
Land	*	Capital	
		Common stock	*
		Contributed capital	100,000
		Total	$140,000
		Deficit	60,000
Total	$90,000		$ 90,000

*value not yet determined

(Example) 3. Statement of Operations

The statement of operations shows where the money has come from and where it has gone over a specified period of time. The revenues column includes all dollars flowing to the corporation from various business operations. The expenses column includes how much was paid out for salaries, travel, supplies, and for other purposes. If revenues are greater than expenses, the corporation has made a net gain (profit). If expenses exceed revenues, it has suffered a loss. The gain or loss is recorded in whichever column is appropriate and the two columns will be equal.

HEMLOCK CORPORATION

Statement of operations
for the twelve month period ending June 30, 1974

Revenues		Expenses	
Investment income	$29,000	Staff salaries	$60,000
Rental income	6,000	Contractual fees	15,000
		Travel	3,000
		Office expenses	12,000
Total revenues	$35,000	Total expenses	$90,000
		Net loss	$55,000

APPENDIX M: EXCERPTS FROM A WHALE FOR THE KILLING

"Afore the (fish) plant come here, every little place was on its own. Every settlement was like a family; and all the families, all along the coast, they got along good, never rubbed nobody the wrong way. Every man looked after his own, but he looked to his neighbour when times was hard, and for certain sure he'd be quick enough to give a hand when anyone else was needy.

"Now that's all gone abroad. Shovin' all hands into one big lobster pot done something to the people. Started fillin' them up with badness. Turned them one agin the other. Started them wheening and growling like a pack of crackie dogs penned up on some little pick of an island.

"These times, everyone's jealous of t'other, and 'twas never that way before. People is uncontented. They don't want nobody to get nothin' unless they gits it too, and more of it. Truth to tell, people is turning right hateful in Burgeo these times."

-- Quoted from A WHALE FOR THE KILLING by Farley Mowat, pp. 29-30

Men, women and children who had never cared much for material possession became greedily acquisitive. They began to thumb avidly through the shiny mail order catalogues. The solid, man-made furniture they had brought with them from the outports was now "condemned" -- thrown over the ends of the stages to float away on the tides.....

The plant owner, ever anxious to develop consumer attitudes and appetites, opened a supermarket. Some of the befuddled victims of the new disease actually bought television sets even though there was no transmitter which could reach them.

Electricity and roads spread their web through the increasingly congested maze of houses. Two miles of incredibly rough trails were hewn from the living rock and, in 1962, the first two cars were unloaded from the coastal boat. They met a happy fate a few days later when they collided head-on and both were reduced to junk.

-- Quoted from A WHALE FOR THE KILLING by Farley Mowat, pp. 30-31

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B. PAMPHLETS

_____.ALASKA COMMUNITY PROFILE PAMPHLETS. Four-page pamphlets have been published for at least 50 villages/cities in Alaska, including map, population figures, in addition to information about transportation, climate, industries, labor market, community facilities, housing, and local government. Available (free) from: Department of Economic Development, 338 Denali, Room 720, Anchorage, Alaska 99501, or Pouch E, Juneau, Alaska 99801. 116

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RESOURCES

A. RESOURCES: AUDIO-VISUAL

Key

fs	filmstrip	ASFLJ	Alaska State Film Library, Juneau
mm	millimeter	BIA	Bureau of Indian Affairs
vtr	video-tape (reel)	BLM	Bureau of Land Management, Anchorage
vtc	video-tape (cassette)	CEDC	Community Enterprise Development Corporation
AHF	Alaska Humanities Forum	GAABSD	Greater Anchorage Borough School District
ALS	Alaska Legal Services	UAF	University of Alaska, Fairbanks
ANF	Alaska Native Foundation		
ASFLA	Alaska State Film Library, Anchorage		

AGHVEGHNIIGHMII (At the time of whaling). (See "At the time of whaling")

ALASKA: AMERICA'S NORTHERN FRONTIER. 18 min., b/w, 16 mm. Different regions of the state are shown with their variation of climate and resources. (ASFLA, GAABSD) 200

ALASKA AND ITS NATURAL RESOURCES. 30 min., color, 16 mm. A brief look at the land, sea and animal resources. (BLM, ASFLJ, UAF, GAABSD) 201

ALASKA--COMMERCE AND INDUSTRY. fs (ASFLJ) 202

ALASKA NATIVES (CBS REPORTS). 25 min., color, vtc. 1969. Lifestyles. (ANF, ASFLA) 203

ALASKA NATIVE CLAIMS SETTLEMENT ACT, (THE). 15 min., color, 16 mm. A brief summary of the major features of the act. 1972 (UAF, BIA) 204

ALASKAN NATIVES (THE) (CBS Reports: Look Up and Live). 25 min. each, color, vtc, 1970. (ANF)
Part I "Reflections" Alaska Natives in the past--history, hunting and fishing, religion and philosophies. 205
Part II "Realities" Activities of Alaska Natives in the 1970s. 206
Part III "Prospects" Hopes for the future. 207

ALASKA'S GOLD RUSH. 5 min., c, 16 mm. Historic photos in a family album tell the story of the Alaska gold rush. (UAF) 208

ALASKA SPEAKS. 15 min., color, 16 mm, 1970. Film conveys a vivid impression of Alaska through treatment of historical milestones. Because the film deals with plight of people in difficulty it evokes the kind of moral dilemma that confronts us all our lives. (GAABSD, UAF) 209

ALASKA THE 49TH STATE--ITS PEOPLE AND RESOURCES. 16 min., color, 16 mm. Land, resources and the people in five general regions of Alaska. (ASFLA, GAABSD) 210

ALASKA--THE LAND AND ITS RESOURCES. fs (ASFLJ) 211

AMERICAN INDIAN BEFORE COLUMBUS (THE), fs, produced and distributed by Warren Schloat Productions, Inc., 115 Tompkins Ave., Pleasantville, NY 10570. 212

AMERICAN INDIANS (Part I and 2) fs. Traces history of Indian early development and Europeans coming to the western hemisphere; the fight to keep territory and freedom, the establishment of reservations and the degradation of Indian peoples. (Schloat Productions, Pleasantville, NY 10570.) 213

ATKA, AN ALEUTIAN VILLAGE. 30 min, color, 16 mm, 1973. People of Atka in everyday activities reflecting their community and relationship to the land. (UAF) 214

AT THE TIME OF WHALING (GAMBELL). ("Aghveghniighmil") 25 min., color, 16 mm, 1974. The hunt and recollections. (UAF) 215

BLACKFEET COUNTRY: WHERE BUFFALO ROAMED. 30 min., color, 16 mm. Examines the attempts of the Indians of the reservation in Montana to deal with the problems of modern living. (UAF) 216

CHALLENGE TO THE ARCTIC. 27 min., color, 16 mm. Controversial report of the oil industry in Alaska. (UAF) 217

CHANGES OF ESKIMO WAY OF LIFE. 16 mm, 35 min. b/w, 1972. Changes in life-style since white arrival is documented. English. (CEDC) 218

CHANGING PEOPLE (THE). 30 min., color, 16 mm. Contrast between Eskimo owned and operated fish marketing co-op and traditional Seattle based operations. (CEDC) 219

CHOICE IS OURS, (THE). 20 min., coior, 16 mm. Importance of the land and sea. Current choices facing southeastern Alaska Natives as a result of the Alaska Native Claims Settlement Act, 1974. (AHF) 220

CIRCLE OF THE SUN. Alberta Canada Indians on reservations compared with the past. (ASFLA) 221

CITY OF GOLD. 23 min., b/w, 16 mm, 1958. Recreates scenes of the Klondike Gold Rush, using photographs from the period. (UAA, UAF, ASFLA) 222

DECISION, (A). 30 min., b/w, vtr. Major speeches at the Alaska Federation of Natives conference, December 16-18, 1971. Includes the announcement of the signing of the Alaska Native Claims Settlement Act. (ANF) 223

EARLY DAYS AGO. 30 min., color, 16 mm, vtc, 1975. Reflections by Alaska Natives in 1975 of the changes that have occurred in heritage values since "early days ago" (within their lifetimes)--hunting methods, land use, food gathering, and transportation. (ASFLA) 224

EMERGING ESKIMO, (THE). 15 min., color, 16 mm. Brief sketch of pre-contact culture and early historical content leads to principal account of Eskimo life today in all its complexities. (UAF) 225

END OF THE TRAIL: THE AMERICAN PLAINS INDIAN. 55 min., b/w, 16 mm, 1967. History of the American Plains Indians under the westward movement of the white man. The film emphasizes the impressions of the Indians of the white man's invasion of their world. The film should contribute greatly to a better understanding of American Indians in history and today. (UAF, UAA, ASFLA) 226

ESKIMO. 114 min., b/w, 16 mm, 1933. Semi documentary portraying the bad influence of white traders on Eskimo people. (Filmed in Teller.) Eskimo language with English subtitles. (Rental: $32.50 for 60 students. Pictures, Inc., 811 Eighth Street, Anchorage, Alaska) 227

FIRST AMERICANS, (THE). 53 min., color, 16 mm, 1969. Tells the story of the first people to cross the Bering Land Bridge into Alaska in pursuit of game, and their consequent migrations south. (UAF, UAA, GAABSD) 228

FORGET ME NOT. 35 min., color, 16 mm. A Tourism Education documentary produced by KUAC-TV for the Division of Statewide Services. It provides historical and geographical segments on statehood, the Eskimos and Indians of Alaska, the logging industry, the development of oil and information concerning Alaska's wildlife. (UAF) 229

FOR YOUR PLEASURE. 5 min., color animation, 16 mm. The potential results of man's ability to build. (ANF) 230

HOW A BILL BECOMES LAW. fs (ASFLJ) 231

HOW ALASKA JOINED THE WORLD. 6 1/2 min., c, 16 mm, 1973. A brief synopsis/survey of the Russian "discovery" of Alaska and the United States purchase of Alaska. Animation, Walt Disney. (GAABSD) 232

HOW THE WEST WAS WON AND HONOR LOST. 25 min., color, 16 mm, 1971. History of the Indian after the white man came. (GAABSD) 233

HAIDAS OF ALASKA SERIES: FIRST ALASKANS. 15 min., b/w, vt, 1971. Hydaburg residents explain their village life today. (GAABSD) 234

ICE PEOPLE (NBC), 23 min., color, 16 mm, 1970. An anthropological study which shows how the Eskimo must adapt again to Western culture because of his strong family ties, his sharing of food and shelter, his lack of feeling for nation, and his abhorrence of aggression. (GAABSD, UAF) 235

LAMENT OF THE RESERVATION. 24 min., color, 16 mm, 1971. Examines Sioux in the Bad Lands and a reservation in Washington. (GAABSD) 236

LOOK AT THE ALASKA NATIVE LAND CLAIMS SETTLEMENT, (A). Part I, 30 min., b/w, vtr, 1972. Includes speeches of Joe Upicksoun, President Richard Nixon and Don Wright. (ANF) 237

NAVAHO: A PEOPLE BETWEEN TWO WORLDS. 17 1/2 min., 16 mm. Traditional life changes as oil, gas and uranium industry pull Navajos away and better schools open. (McGraw-Hill) (Sale or rent) 238

NEW FOR TOMORROW: ALASKA OIL INDUSTRY. 28 min., color, 16 mm. Infant oil industry amid turmoil of conservationists cries to save our last remaining outpost of nature. (ASFLA) 239

NEXT DOOR TO SIBERIA. 12 min., color, 16 mm, 1955. Life on Diomede Island, in Bering Strait three miles from Siberia. (GAABSD) 240

NORTH OF THE ARCTIC CIRCLE. 27 min., color, 16 mm, 1973. Comparison of values in four northern arctic villages--Point Hope, Kaktovik, Anaktuvuk Pass and Arctic Village. (AHF) 241

NOW THAT THE BUFFALO'S GONE. 7 min., color, 16 mm, 1971. A requiem to the Plains Indians. Reviews the initial harmony between the Indian and his environment, the coming of the white man, defeat, subjection. (GAABSD, UAA) 242

ON OUR OWN. 30 min., color, 16 mm, vtc, 1975. Different Alaska Natives express their opinions about the impact of the Alaska Native Claims Settlement Act upon the future. (ASFLA) 243

ON THE THRESHOLD. 20 min., color, 16 mm, 1974. Proposed national parks, forests, refuges and wild/scenic river systems as provided in the Alaska Native Claims Settlement Act. (U.S. Fish and Wildlife , UAA, UAF) 244

OUR LAND, OUR LIFE. 25 min., color, 16 mm, 1975. Subsistence patterns and value choices in Southwestern Alaska. (AHF) 245

PEOPLE OF THE YUKON DELTA. 26 min., color, 16 mm. Focuses on both the traditional culture of the Alaskan Eskimo as remembered by the narrator and the lives of Eskimos in villages today. (UAF) 246

REINDEER INDUSTRY OF ALASKA, 1939, (THE). (ASFLJ) 247

RIVER IS BOSS (EMMONAK ON THE YUKON RIVER). 27 min., color, 16 mm. Villagers respond to the flooding Yukon River. (UAF, CEDC) 248

SOUND OF RUSHING WATER (THE). 30 min., c, 16 mm, 1974. Native land rights experience in Ecuador, South America. What Ecuador Natives have done to protect themselves from white encroachments upon the land. (ALS) 249

THERE'S NO MORE FISH. 27 min., color, 16 mm, 1973. Bristol Bay fishermen express concern regarding the disappearing salmon industry. (AHF) 250

TLINGITS OF KLAWOCK SERIES (THE): FIRST ALASKANS. 15 min., b/w, vtr., 1971. Klawock residents explain how Tlingits live today. (GAABSD) 251

TREATIES MADE, TREATIES BROKEN. 18 min., color, 16 mm, 1970. Dispute between Washington state and the Indians living there. (GAABSD) 252

TUNUNEREMUIT, The People of Tununak. 34 min., color, 16 mm, 1973. Focuses on four events that occurred on Tunuvak Island in two months: evacuation of the village during the Amchitka nuclear test, a fishing trip, a sudden ocean storm hitting the village, and a gathering in the community hall to dance. (UAF, ASFLA) 253

TWENTIETH CENTURY TSIMPSIANS SERIES: FIRST ALASKANS. 15 min., b/w vtr., 1971. Residents of Metlakatla tell about the move of the Tsimpsians to Alaska and life in their village today. (GAABSD) 254

UNTOUCHED LAND, (THE) 24 min., color, 16 mm. Origins of man in North America; the land he found and how he lived until 1492. (Pre-Columbian Graphic Curriculum, Inc., Box 565, Lenox Hill Street, New York 10021) 255

WEST CHICHAGOF. 21 min., color, 16 mm. Focuses on the Tongass National Forest. Film suggests the creation of Chichagof-Yakobi Wilderness Area. (UAF) 256

WHITEMEN AND MISSIONARIES. 16 mm, 25 min., b/w, 1972. (Francis Lee) Available in Yupik language only. Accounts of the first whites arriving in southwest Alaska. (CEDC) 257

WHO WILL LISTEN. 15 min., b/w, 16 mm, vtr, vtc, 1973. The impact of the Alaska Native Claims Settlement Act upon the residents of the Athabascan Community of Hughes, Alaska, providing new challenges for survival. (AHF) 258

B. RESOURCES: MULTI-MEDIA

The Alaska State Museum. THE ALASKA MULTI-MEDIA EDUCATION PROGRAM: ARCHAEOLOGY, ESKIMO ARTIFACTS, NORTHWEST COAST ART, BENTWOOD BOX AND TOTEM POLES. Juneau, Alaska.

C. RESOURCES: MAPS

Alaska in 3-D. Approximately 18 inches x 20 inches. Produced by Kisler Graphics, Inc., Denver, Colorado. Available from the Book Cache, Fifth Avenue, Anchorage, Alaska (Cost: Approximately $8.)

Alaska: Land withdrawals and Alaska Native regional corporation boundaries in accordance with the Alaska Native Claims Settlement Act of 1971. U.S. Department of Interior: Bureau of Land Management, March, 1974. (BLM, Anchorage, Alaska)

Air photographs of villages in Alaska. Status platts or land use pictures. (BLM Anchorage, Alaska)

Major Ecosystems of Alaska. Joint Federal-State Land Use Planning Commission for Alaska. 1973. (Also available from Calista Corporation.) (See Alaska Native Corporation addresses.)

Native Peoples and Languages of Alaska. Compiled by Michael E. Krauss for the Alaska Native Language Center, University of Alaska, Fairbanks, Alaska. 1974. (Cost: approximately $3.50)

Topographic maps of Alaska. 1 inch to 1 mile, or 1 inch to 4 miles. Available from U.S. Geological Survey Office, BLM, Fish and Wildlife offices. (See resource listings for addresses.)

Village townsite maps for Alaska. 1 inch to 50 feet, or 1 inch to 200 feet. (BLM, Anchorage.)

D. RESOURCES: SIMULATION GAMES

Alaska Community Participation System provides a simple, friendly method for people and communities to decide what is most important for them. It is a system which allows significant issues as well as proposed plans to be discussed within the context of the whole lifestyle and values of the community. Decisions are made from a selection of values which fall within three categories: "natural environment," "culture," and "community functions." (Information on the Alaska Community Participation System can be obtained from Environment/Alaska, a non-profit corporation, SRA-Box 156, Palmer, Alaska 99645.)

Culture Contact. ($25) Role-playing simulation which brings out misunderstandings and cultural conflicts when a trading expedition calls at an island inhabited by a pre-industrial society. (Abt Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts)

Game of Sacrifice (The) ($7.50) Number of players 10-100. Teaches about solving ecology-related problems and enables players to experience and deal with conflicts of value, conflicts of interest and consensus. (Cardinal Printers. Wesleyan University, Middletown, Connecticut 06457)

Land Use Game (The) (Approximately $8) Experience in dealing with conflict which arises between the desire to have quality housing and the desire to preserve natural resources. Students are challenged to create a community of homes on a 10 acre site with the least possible harm to the environment.

Mahopa. Understanding differences between cultures. (Interact Company, P.O. Box 262, Lakeside, California 92040)